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The Boy Traffic "Man." Rendering a Useful Civic and School Service.

Educational Supervision

Charles E. Scott, Dickinson, N. D.

I. - Introductory

Supervision Developed Out of School Management

Supervision¹ of instruction developed out of the function of school management as a means of self-protection for the community against the inefficient teacher. At an early date (1712) some of the New England Town Selectmen appointed one or more of their own number whose special duty it should be to inspect² the school for the purpose of determining whether or not the school "master" was doing his duty by the children. In case of inefficiency, the only result of such inspection was to discharge or refuse to re-employ the inefficient teacher. No attempt was made to direct the teacher's work. It was about 1753, according to Suzzallo, when inspection was first used as a means of gaining information to be used in directing the teacher's work, that the function of supervision appeared.³ "Thus, supervision evolved out of the function of school management, and not out of the function of teaching."⁴ And thus, in theory at least, supervision has evolved from a means of self-protection for the community to a means of community co-operation with the teacher.

Origin of the Superintendency

Later, in Buffalo, New York (1837), in Providence, Rhode Island (1839), and in Boston, Massachusetts (1851), the school committee appointed one who was not a member of the committee as superintendent of schools.⁵ Martin suggests that the idea was probably suggested by the factory system.⁶ The experiment, we may assume, was successful; for in 1861 ten states are reported as having county superintendents of schools, and in 1879, thirty-five cities are said to have had a city superintendent of schools.⁷ During succeeding years the movement spread until now every village, town, city, and state, and almost every county in the United States has its superintendent of schools, until, theoretically at least, almost every teacher in the land is teaching under supervision.

Origin of the Elementary School Principalship

About the middle of the last century cities that had maintained several separate districts within their boundaries consolidated them into one school district in order to economize and facilitate administration.⁸ This development, together with the delegation by the school board of an increasing number of powers to the superintendent, made it necessary to have, as the managing head of each separate school, a "head teacher" or school principal on whom the superintendent could depend for the performance of administrative work required by the central administration, that is, by the superintendent. Presumably, one of the main functions of the principal's office was that of supervising instruction; but, actually, the office was created as an administrative necessity, and as such, in most cases, it has remained.

¹Definition: By Supervision, as the term is used throughout this discussion, we mean that form of school management which has as its function the coordination, stimulation, and direction of instruction.

²Definition: Inspection is that form of school management which has as its function the detection of efficiency or inefficiency.

³Suzzallo, Henry, *The Rise of Local School Supervision in Massachusetts*, (1906), p. 145, Teachers College, New York.

⁴Cubberley, E. P., *Public School Administration*, Chapters Six and Seven.

⁵Martin, Geo. H., *Evolution of the Massachusetts Public School System*, p. 220.

⁶Dunn, F. W., *The Distinction between Administration and Supervision*, Jour. Ed. Administration and Supervision, March, 1920, p. 150.

⁷Definition: Administration, as the term is used throughout this discussion, is that form of school management which has as its function the securing of the materials and the material conditions which make instruction possible.

Origin of the High School Principalship

With the development of the modern high school as a part of the public school system, administrative necessity required the creation of still another office, that of high school principal. Presumably, one of the main functions of this office, too, was the supervision of instruction.

The Main Objective of These Offices During the Nineteenth Century

In general, we may say that the main objective of these offices during the nineteenth century was that of systematizing public education, of introducing order and unity into the system. To this end superintendents, elementary school principals, and high school principals directed activities, so far as time permitted of their directing activities at all; for we must bear in mind that the school system was developing by leaps and bounds during the last half of the nineteenth century, and administration was taxed to its utmost to provide the material means and conditions which made it possible for teachers to "keep school." We must bear in mind, too, that the aims of education were narrowly conceived and poorly defined, that scholarship and subject-matter were looked upon as ends rather than means, and that the curriculum was traditionally academic. The demand on the part of the public was for good business-like administration of the schools, and few questioned, or were largely interested in the aims, the methods, or the results of instruction. Consequently, we entered upon the twentieth century with a school system operated with machine-like regularity and uniformity, but with its aims illy defined and its methods and subject-matter poorly adapted to the needs and capacities of the learners.

Criticism from Without and from Within

With the chartering by the government of the great Pacific railroads and the incorporation of the Standard Oil Company a new industrial and economic era, an era of "Big Business," was ushered in, which, by the opening of the twentieth century, was making undreamed of demands for social and occupational efficiency. The schools were caught unprepared. Employers asserted that the youth turned out by the schools were not thoroughly grounded in anything, that they could not even read, write, and figure.

Almost simultaneously with this development modern psychology made, as a result of child study, some very significant contributions to educational theory. Psychologists asserted that classroom procedure violated almost every principle of the laws of learning and that the subject-matter of the curriculum was poorly adapted to the interests, the needs, and the capacities of the learners.



In response to the storm of criticism from without, so freely expressed through the newspapers, educators undertook to determine just what the schools were doing and to state definitely just what the schools should attempt to do. The result was a new theory of education based on the facts of science from the fields of biology, psychology, and sociology, and involving clearly defined aims, new methods, and reorganized and enriched subject-matter.

Two main weaknesses became apparent, namely, (a) the failure of the school to train pupils thoroughly in the fundamentals, and (b) the failure to give any training at all in certain activities recognized as having unquestionable social, vocational, or aesthetic values to the individual.

Origin of Special Supervisors

Overloaded as they were with administrative duties and with an army of untrained teachers, superintendents and principals declared that the remedy lay in closer supervision of classroom instruction. This gave rise to a demand on the part of these officers for more time for supervisory work. The introduction of "special" subjects gave rise to the employment of special teachers and special supervisors. Since the new educational theory was largely the possession of the administrative officers of the school, including those in supervisory positions, and since it was largely lacking in the mental equipment of the classroom teacher, the responsibility for making the theory function in teaching lay with the administrative and supervisory officers.

Supervision as Related to Administration

It was stated above that supervision evolved out of the function of school management. As the school system grew during the nineteenth century it became necessary for educational administration to introduce order and unity into it by coordinating the work of the various teachers of the system. In so doing administration necessarily took on certain supervisory functions.

Supervision for the purpose of discovering weaknesses and of coordinating the work of the various teachers of a system, however, is simple and may be accomplished after careful inspection without interfering with the teaching habits of the individual teacher to any great extent. But the new theory of supervision demands that supervision have for one of its main objectives the improvement of classroom instruction. According to this conception the supervisor is fundamentally a professional leader working for the same ends as the classroom teacher. "...his first duty is to his teachers, to help them grow professionally.... With the attitude of an advisor he must prove helpful to his teachers by connecting (helping them to connect) the details of their classroom instruction with the aims and principles of education.⁹ The fundamental purpose of supervision is to improve classroom instruction.¹⁰ The supervisor is the educational officer upon whom rests the responsibility for directing and coordinating progress and conserving its benefits."¹⁰ Such is the more recent conception of the function of supervision.

In fact, the development of the theory of supervision has reached the point where some

⁹McMurry, Dr. Frank, *Elementary School Standards*, pp. 178-9.

¹⁰Cubberley, E. P., *Introduction to "The Supervision of Instruction"*, by H. W. Nutt, p. VIII.

¹¹Cody, Frank, *Why Is a Supervisor?*, Ed. Administration and Supervision, Feb., '20, p. 104.

(Continued on Page 131)

How Much Dependence Should be Placed on Group Metal Tests in Classifying Pupils?

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Tests of general mental ability have now been in use long enough to make it possible to evaluate their worth in terms of fact rather than hypothetical opinion. This was impossible as late as three or four years ago, which may be construed as an excuse for many unfounded statements made at that time. Group testing is a young science that has not yet reached its maturity. It has had many enthusiastic champions. It has also had severe critics who appear to be opposed to mental measurements either in theory or practice. Instead of disrupting the movement, their attacks have caused but a wholesome reaction which is resulting at the present time in a more thorough-going examination of the fundamental principles involved. With this will undoubtedly come on the part of the rank and file of school people an increased interest in understanding the meaning and use of test scores in a sound way.

Looked at from any standpoint it is not easy to know what weight to give to pupils' scores as against other available data. Teachers are, for example, often at a loss to know what difference in mental age, or I. Q., between two pupils is really significant. If Robert makes a mental age of 14 years 3 months on a test and John scores 14 years 8 months on the same test, how much brighter can one assume that John is? Happily the science of measurement has advanced so far that now we are able to answer this and other baffling questions. It is the purpose of this paper to discuss certain of the principles bearing on a few vital problems, illustrating them with original data drawn from actual research work done in public schools. By so doing light will be shed on some easily misunderstood concepts without a knowledge of which an examiner is likely to draw unjustified conclusions regarding the meaning of test scores.

Only the most obvious of the rather intricate concepts will be touched on in this paper. In so doing the following three important phases of the subject will be considered:

I. What are typical test results like? How great differences in intelligence are there between pupils who belong to the same grade? Next, inquiry will be made regarding the dependence that may be placed on the differences in test standings between pupils as noted and their meanings in terms of scholarship. These topics will be taken up under the following two heads:

- II. The Reliability of Test Scores.
- III. The Validity of Test Scores.

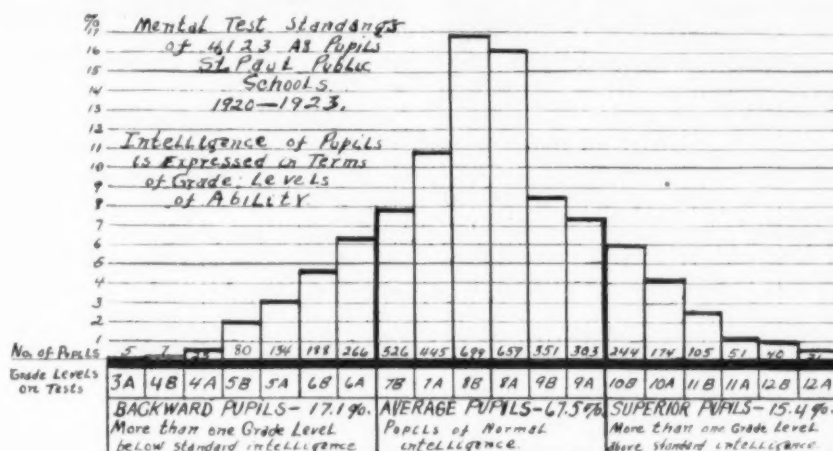
I. Differences in Intelligence Between Pupils in the Same Grade

To interpret the meaning of an individual pupil's score, it is very helpful to see how great the variation is existing between children in the same grade. This will serve to emphasize how little one would know regarding the mental level of any child without recourse to accurate methods of measurement. The condition as found is shown in Graph I which gives the grade levels of mental ability of all 8A pupils in the St. Paul schools during four successive semesters. This group contains enough cases to be thoroughly representative. From the graph it becomes evident that children vary tremendously in their success in passing an

intelligence test. Some individual pupils fall as low as the average for grade 3A; others rise equal to students in the last year in high school. It is a remarkable fact that pupils in the same half grade differ so widely, and this becomes the more impressive since we now know that one would find similar conditions in whatever grade or community such tests were given. It is a general situation. Hence it is of great importance to know how to interpret these standings correctly so that neither unjustifiable statements nor action be based on them.

estimating ability which standard tests have begun to supplant.

To make the practical side of reliability clear, let us consider the case of a pupil who gets a mental age of 12 years on an ordinary test. It is evident that the child's mental age may not be exactly 12 years, nothing more and nothing less. That would mean that scores are infallible, which is not true. It is much more likely that his true mental age is slightly above or slightly below 12 years, one cannot tell which, nor exactly how much. The examiner



GRAPH I.

Graph I should be read as follows: All of the 4123 pupils represented on the graph belong to the 8A grade. Five of these pupils, or 0.1 of 1%, scored as normal pupils in grade 3A; 7 pupils, or 0.17 of 1%, fell as low as the standard for grade 4B, and so on.

Pupils who fell to the 6A level or lower may safely be considered backward and should receive special attention. Those standing as high as 10B or higher are superior in mental ability and need some form of special adjustment also.

Test Scores Need to be Interpreted

As has been intimated, it is not obvious what interpretation to give to results like these so far as they relate to the real abilities of pupils to do school work. Can we take the individual standings at face value and depend on their being absolutely correct? If not, what interpretation must be made and what allowances for error are compatible with fact? These become real problems to anyone who desires to use test standings in an intelligent way. In the same way that an engineer should know the horsepower of his engine, or an operator the limitations of his machine, so should the examiner know how to evaluate the test that he uses. He should know within what limits it is really safe to make predictions. He should also know what means he has at hand for increasing certainty to as great a degree as the occasion demands.

II. Tests Should be Reliable

This is a principle of the greatest importance but its exact implication is unfortunately not always grasped. In brief it means that a test should be such that if pupils take it a second time they would again make the same scores, saving some increase due to the effect of practice. If John today gets a mental age of 10 years 3 months on test X and tomorrow takes test X again, or a duplicate form of it, and makes a mental age of 13, or a mental age let us say 8, we do not know what his real mental ability is. Such large differences should not occur in ideal testing situations. It is true that they do occasionally occur with the best intelligence tests, but they are indeed very rare. If they were not rare, scores would be haphazard standings and not measures of real ability. They would, in fact, be but a poor improvement on our more common ways of

must accept the standing of 12 years with a certain reservation knowing that it is valid within certain ascertainable limits, and with this he must be satisfied. On the other hand, if his purpose requires greater reliability than he has secured, he may comfort himself with the happy thought that he can with the proper methods increase it to any required extent.

The Probable Error of Measurement

The interpretation of reliability as just described is based on a statistical device known as the Probable Error of Measurement, usually written P. E. m. Each intelligence test has a certain P. E. m which can readily be determined. Let us take the Illinois General Intelligence Scale as an example inasmuch as the data in Graph I was obtained by its use. In the Teachers' Handbook the authors state that the P. E. m equals 5.3 points or about 6 months mental age. This means that if one would give this test to a group of pupils half of them could be expected to receive mental ages differing 6 months or less from their true mental ages. The other half of the group would receive scores differing more than 6 months from their real standings. It will be seen from this that the P. E. m defines the limits of error within which one may expect half of the cases to fall.

How does this affect the mental age of an individual pupil? In the case of a person who receives, let us say, a mental age of 13 years on this test, chances are even that his true mental age may be anywhere between 12 years 6 months and 13 years 6 months. One cannot tell except by repeating a test a number of times where within that range his true mental age may be located. Further, to be accurate one cannot even be certain that his true mental

age may not be even less than 12 years 6 months or over 13 years 6 months, but against this the odds are greater. The farther one goes away from the score gotten on the test, the smaller are the chances that it actually represents the actual ability of the pupil. Hence in proportion as a test has a high reliability can one feel certain that the test standing of a pupil represents his real mental level, or does not differ from it by any appreciable amount.

At first blush such an interpretation of scores does not hold out as high hopes for the user as might be wished. It is only necessary, however, that we compare test results with other sources of data such as direct observation, scholarship records, or ratings by teachers or acquaintances, to learn that test scores stand out unqualifiedly superior. We have stepped from extreme unreliability to a method which can be made as reliable as the worker has facilities or patience to make it. It is also well to remember that such a test as the Illinois Scale requires only sixteen minutes of actual work on the pupil's part. All judgment of a child's mental age is based on his reaction to the test material during those precious sixteen minutes. It is a big boost for the testing method that results as reliable as these can be secured during so short a period of work. It becomes still more promising on considering that the unreliability of test standings can be reduced at will. This happy result can be attained by the simple method of lengthening the test, or what may be even better, giving more than one test of the same kind.

How Length of Test Affects Its Reliability

The data to be given on this point covers the case where the test itself is lengthened, not where a duplicate or similar test, is given after the first one. To lengthen a standard test in order to increase its reliability is usually impracticable for most of us. The better way is to give a second test and use the combined scores. At times it may be advisable to give a third or even a fourth test. For practical purposes we may consider the data offered here as covering also the case where one or two or more additional tests of the same kind of material and equal length are given after the first one rather than where the test itself is lengthened by adding more items of the same kind.

Our problem then is this: If the probable error of measurement of a test like the Illinois Scale is about 6 months mental age, how much less would it be if we gave two, three, or even four such tests and took the average mental ages as the standings of pupils? By proper statistical methods, it is possible to figure these values. They would be about as follows:

By giving 1 test the P.E.m would be 6.4 months mental age.

By giving 2 tests the P.E.m would be 4.6 months mental age.

By giving 3 tests the P.E.m would be 3.8 months mental age.

By giving 4 tests the P.E.m would be 3.2 months mental age.

These results mean that by taking the average of only two tests half of the pupils would score within 4.6 months of their actual mental ages. Three tests would locate half of them within 3.8 months, and four tests would reduce the P. E. m to only 3.2 months. Further tests would cut down the chances of error in the same ratio. In other words, giving four tests doubles the reliability; three tests increases it by 73 per cent; two tests increases it by 41 per cent. Hence by the simple expedient of giving four ordinary group intelligence tests totaling not much over an hour's work on the pupil's

part we can secure mental ages of a very high reliability. In fact, in most cases two good tests will ordinarily determine mental ability closely enough for general school purposes of classification.

The following points should be remembered by any one who would use mental tests with success:

1. Expect to find great differences in ability between pupils belonging to the same grade. Such a condition is natural under our present system of grading and one of the main functions of intelligence tests is to assist in reclassifying pupils so as to reduce the differences among those who are taught together.

2. Every test score is more or less unreliable and must be taken with a certain amount of reservation. The amount of reservation can quite accurately be gauged by referring to the probable error of measurement which should, if possible, be known by the person who gives and interprets it.

3. Determine how accurate scores you must have for your purpose. If you wish to know merely the average mental ability of your class, or you wish to divide it roughly into two or three ability groups, then one test, or at most two will usually give as accurate data as the conditions warrant. If you wish to ascertain the mental ability of individual pupils, one test will nearly always be found inadequate. Two tests given on different days will be found much better. By giving three or four tests you may be reasonably certain to ascertain the pupil's mental age with not a greater error than three or four months which is a very accurate determination. This is only about three or four per cent of the total range in which a pupil is likely to fall according to Graph I and in which one could not tell where he would be located except by some means of measurement.

III. Tests Must Be Valid Measures of Mental Ability to Be Used in Classifying Pupils

A test may be highly reliable without being a good intelligence test. It might measure some other trait than mental ability with a high degree of accuracy, and so be of no value in diagnosing a child's capacity to learn. This being so, we would have no confidence that a child who had made a high score possessed greater ability for scholarship than a pupil making a low score.

There has been considerable investigation of the relation of intelligence to scholarship, particularly in the case of college students, in which many correlations have been worked out between test scores and final marks.¹ For our present purpose, this method has serious limitations, mainly because of the unreliability of final marks in accurately representing the achievements of students. How high correlations one should expect to find under ideal conditions between intelligence and scholarship is an unsolved problem. Even with perfect measures of both traits, the relationship ought to be considerably below 1.00 because other factors than intelligence determine scholastic standing.

If the correlation were 1.00, or close to it, we would have a right to infer that the tests measured achievement rather than intelligence. It is not surprising then to find that for most tests and in representative places where data have been gathered, correlations between .70 and .80 are high. The common run is between .50 and .70, although some correlations have

safe in concluding that any intelligence test that correlates around .60 (a little higher is better) with a reasonably accurate measure of scholarship is adequate from the standpoint of testing the mental abilities used in learning the ordinary subjects of study.

An Experiment Showing the Value of Tests in Classification

Correlations are at best vague indications of the validity of a test. To most people they form intangible evidence as to whether intelligence tests select pupils according to their ability to do school work. Because of this, data from an original investigation will be given which are more meaningful in two important respects.

1. They show the relation between mental ability and scholarship as measured by a battery of reliable achievement tests, which is a great improvement in method over final marks as a measure of scholarship.

2. Instead of using correlations, a simpler statistical procedure has been followed which leaves no doubt as to the high efficiency of even one group of mental tests to differentiate between the abilities of pupils to master subjects of study.

This investigation was carried on by the Division of Research in the Public Schools of St. Paul as a part of the regular program of testing. It will give data on the differences in achievement found between groups of the brightest, dullest, and average pupils belonging to the same grade. Incidentally it also furnished light on the problem of relative achievement (accomplishment) of dull and bright pupils.

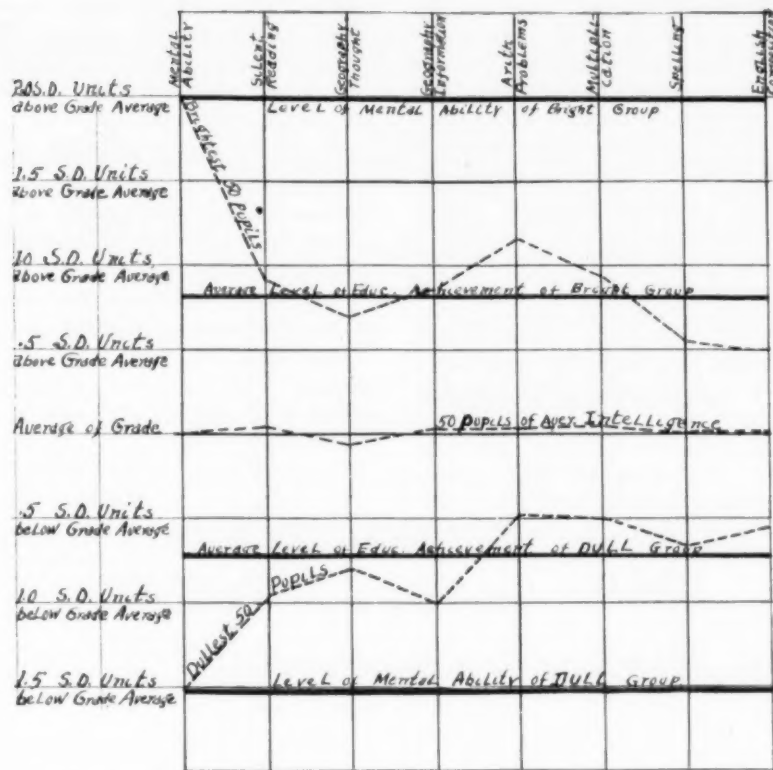
In this study the following number of pupils were tested: 8th grade, 236, 7th grade, 239; 6A, 126. All pupils took the following achievement scales:

1. Terman Group Test of Mental Ability—the Measure of Intelligence.
2. Thorndike-McCall Reading Scale.
3. Buckingham Scale for Problems in Arithmetic.
4. Woody Multiplication Scale, Series A.
5. Posey-Van Wagenen Geography, Thought Scales.
6. Posey-Van Wagenen Geography, Information Scales.
7. Van Wagenen Spelling Scale Alpha.
8. Each pupil wrote a composition on the subject: "Why St. Paul is a good city in which to live."

It was assumed that if a group test like the Terman Test of Mental Ability does differentiate between the intelligence of pupils these differences ought to appear clearly in achievement as measured by the battery of educational tests subsequently taken by the same pupils. It was the purpose of the author to learn if the brightest pupils—those who stood high above their grade average in the group mental test—also stood equally high above their grade average in the various fields of scholarship as measured by the achievement tests. It is but reasonable to expect that if a bright pupil—if indeed he is "bright" because he scores high on a group mental test—should show a genuine superiority in achievement also. To the extent that this is true, group mental tests become valid instruments for classification on whom examiners can place dependence.

It is not to be expected, of course, that every bright pupil would be superior in scholarship, because there are cases of lack of both interest and industry even among them. It was assumed, however, that the average of a group of bright pupils should show distinct superiority in achievement, if indeed a group mental test measures important mental traits fundamental to learning. Further, that mentally average

¹Terman, L. M., *Intelligence Tests in Colleges and Universities*, School and Society, Apr. 23, 1921.



Graph II Comparing Mental Ability Levels with Actual Achievements in School as Measured by Standard Tests in Various Subjects of Study.

Graph II should be interpreted as follows: Take the group of bright pupils as a sample. This group made an average score in mental ability of 2.0 S.D. units above the grade average. In reading they also stand above the grade average but do not rise as high as in mental ability, their position in reading being only

0.9 S.D. units above. In geography thought they are still somewhat lower than in reading, while the subject in which the group is weakest is English composition. The heavy line indicates the level in all subjects combined and is the average position in achievement.

pupils should in general be average in scholarship, while the dullest ones would have the lowest average achievement.

With this in mind, there were selected for purposes of the experiment in each of the 7th and 8th grades:

1. A group of the 25 brightest pupils.
2. A group of the 25 dullest pupils.
3. A group of the 25 pupils of average intelligence.

Brightness was in each case determined by the pupil's score on the Terman Group Test of mental ability.

It is not pertinent to the field covered by this paper to discuss the statistical method used, except in the briefest manner. Because

scores on the various tests are in different units, it was found to be impossible to compare the standings of pupils directly. Hence, scores in all tests, including mental ability, were converted into Standard Deviation units. By this means it was possible to tell how many identical units above or below the median for his grade any pupil stood. The same could be done for each of the three groups of bright, average, and dull pupils by using the average of the group to represent its position.

By means of these positions it was possible to compare the standings of each group of pupils in intelligence with their standings in achievement. Comparisons could also be made

between the groups themselves in any of the subjects tested. To secure more reliable figures for bright, average, and dull pupils separately the group of 25 pupils for each grade were combined thus making them twice as large and hence, more representative of the conditions in general. This gave us then three groups of pupils, 50 in each, containing the brightest, dullest, and pupils of average intelligence. The standings of these groups are shown in Graph II.²

Inspection of this graph makes the following points clear:

1. Bright pupils—those who stood high on the intelligence test—are distinctly superior in achievement also, maintaining a level continuously above the average of the grade in all subjects tested.
2. The dull group is inferior in achievement, and its general level is uniformly below the average for the grade.
3. The normal group is also average in achievement. In no subject does this group deviate much from the grade average, showing that average mental ability on the whole results in average attainment.

From the standpoint of intelligence testing these results are reassuring. They indicate that group mental tests can be relied on to select pupils for classification. The standing on a test is, indeed, a very close indication of the quality of scholarship of which a pupil is capable, provided he is kept busy and not permitted to dissipate his energy. The general truth of this statement is borne out by the observation of teachers in general, but it is worth while to see observational data being verified by objective and careful measurements carried out under standard conditions.

²Graph II also throws light on a much-discussed subject, namely the relative accomplishments of bright, average, and dull pupils. The bright group, although standing high above the grade average in the various subjects tested, is not so superior here as in mental ability. The difference is about 1.4 points S.D. The inference to be drawn is that bright pupils do not attain as high standing in school subjects as they ought—hence do not live up to the best of which they are capable. Dull pupils on the other hand raise above their mental level and can be said to achieve more than what is normal for their capacities. Only average pupils are happily placed and maintain the same level in both.

The Chatterton Schools

Peter Ronalson.

When is a Chatterton teacher a good teacher? After she has left Chatterton, and is teaching at Toottown. Such at least is the conclusion at which one would arrive if he took seriously the conversation of certain of Chatterton burg's citizens.

Last year Mrs. Pifflebank could not find enough mean things to say about Miss Nedd who was Seraphine Pifflebank's teacher. The same was true of Mrs. Revell, the mother of Sylvester Revell, another of Miss Nedd's pupils. These two estimable women used to get together about twice a week, and if it is true that teachers' ears burn when school patrons discuss teachers' shortcomings, Miss Nedd's ears must have been a livid red a good part of the year. The general nature of the information which they shared with one another and then retailed to their neighbors was that Miss Nedd was a frivolous piece of humanity; she wasted her evenings at the movies; she appeared as if she might like the company of young men; it was reported that she occasionally went to a dance at the Twin Cities. Mrs. Pifflebank and Mrs. Revell could not understand why the superintendent and the school

board would retain such a person on the faculty.

Last spring Miss Nedd resigned as Chatterton teachers generally do after they have been at Chatterton a year or two. Miss Starch, her successor is of a totally different type. She is never seen at a movie; she severely disapproves of men, especially young men; she is seldom guilty of laughter. Nevertheless, the change does not satisfy Mrs. Pifflebank and Mrs. Revell. Now they think that it is a shame that the board does not see to it that the Chatterton schools have some teachers with a little vivacity and animation; it is too bad that they did not keep that lively Miss Nedd whom they had last year; there was a real teacher even if she did love a good time.

Miss Starch's ears may burn this year as did Miss Nedd's last year, but we can offer her one consolation: some day she, too, will undoubtedly leave Chatterton, then Mrs. Pifflebank and Mrs. Revell will decide that the Chatterton burg schools need teachers of Miss Starch's reserve and poise.

For the last few years the Chatterton teachers have been having a hard time finding

satisfactory boarding places. Those who were at Mrs. Hardeg's complained that they never had anything for breakfast but cornflakes and toast, and that their suppers were limited to peanutbutter sandwiches and apple sauce. Mrs. Sputterberg, who boarded some of the others set a fairly good table, but the Sputterberg twins, who were in high school, used to hash and rehash every incident of the school day (especially the incidents in which the teachers did not show up to advantage) at every meal. At Mrs. Swisher's where the rest of the teachers boarded, the forks of the breakfast table too often showed unmistakable traces of the previous supper's fried eggs; judged from its results, Mrs. Swisher's dishwashing was more speedy than sanitary.

So when Grandma Jones began to take boarders this year, everybody was very happy. Grandma Jones has a reputation as a housekeeper and cook that extends to the far borders of the county. From the very first day, things seemed too good to be true. Nobody discussed school at Grandma Jones'; the silver shone, and the tumblers sparkled. The breakfast oatmeal was served with yellow Jersey cream.

Grandma Jones' bacon and eggs looked like that with which artists adorn the meat-packers' advertisements in the colored pages of the household magazines. Dinner and supper (Chatterton has not yet reached the luncheon-and-dinner stage of civilization) fulfilled the promise of breakfast. Meals became occasions to be looked forward to instead of evils to be endured. Thus for two months this year, Chatterton's teachers lived in such bliss and comfort as they had never known before. So they undoubtedly would be living yet were it not for the district teachers' convention and Miss Annabelle Trubble.

When the teachers began boarding at Grandma Jones', nothing was said about rebates for meals that they missed. As a matter of fact those of the teachers who were at Chatterton last year were so glad that they were at a good boarding place that they did not care whether they got any rebates or not. Not so with Miss Trubble; she never paid for anything she did not get if she had anything to say about it. As soon as they got back from the convention, she asked Grandma Jones if they had to pay for the two meals they missed while they were at the convention.

Now Mrs. Jones is a mild-mannered little woman, but like a good many other little mild-mannered woman she is set in her ways at times. She told Miss Trubble that she was boarding them by the month and not by the meal; she did not expect to make any deductions.

The matter would have been allowed to rest right there as far as the other teachers were concerned, but Miss Annabelle Trubble is made of the stuff of martyrs, reformers, and born trouble-makers. She was not going to let anyone walk over her and rob her simply because she was a teacher and servant of the public. It was time that teachers asserted their rights anyway, and insisted on boarding-house keepers and every one else treating them with respect. She did not mind paying the extra dollar, but she did object to the principle of the thing. She kept this agitation going and going until by the end of the month she had convinced them all that they were downtrodden worms who ought to insist on their rights.

The upshot of it was that they insisted on the deduction being made. Grandma Jones told them they could leave, and now they are all back at Mrs. Hardeg's, she of the corn-flake breakfasts and peanutbutter suppers. Some of the weaker sisters of the group sigh at times for one of Grandma Jones' breakfasts even at the sacrifice of principle, but Miss Trubble is satisfied that she has won a notable victory in the cause of teachers' rights.

Chatterton was worked up to a fever heat last week over a story that all the boys were drunk at a party which the freshman class gave in the school gymnasium. The authorities (meaning the superintendent) have made a thorough investigation, and have come to the conclusion that the facts in the case were as follows:

While moving a kerosene stove, which the refreshment committee needed for coffee-making, Jimmy Doyle spilled kerosene all over his trousers. Jimmy had just about decided that that was the end of the party as far as he was concerned, when his pal, Tom Wochjevetovsky, who is a kind-hearted soul, suggested that his big brother had a suit at home that would almost fit Jimmy. The suggestion being about as welcome to Jimmy as a sail to a shipwrecked mariner. Jimmy accepted the offer most gratefully and the two of them wasted

no time in getting over to the Wochjevetovsky residence.

Now the Wochjevetovskys still retain some of their old-country ideas of hospitality, and callers at their home are invariably invited to sample some of Dad Wochjevetovsky's home-made dandelion wine of which he is exceedingly proud. Tom felt that he ought to live up to the family traditions of hospitality, and so after Jimmy had been divested of the kerosene soaked trousers, and been arrayed in the borrowed apparel, Tom treated his guest to some of the family wine. (One wine-glass each of the boys confessed to the superintendent.) Then the boys went back to the party. Shortly thereafter, Jimmy, who is a compassionate creature, danced with Sally Bumper, the leading wallflower of the evening. Sally may have

been a little lacking in social qualities, but her olfactory nerves were in good working order, and a couple of sniffs assured her that her partner had been imbibing something stronger than grape juice.

Her dance with Jimmy was the first as well as the last dance of the evening as far as Sally was concerned. She must have judged all the rest of the boys from the one with whom she came in contact; or else she was a little spiteful because she had a rather dreary evening. At any rate she went home and told Mother Bumper that the boys at the party had been drinking. Mother Bumper did the rest; and thus it happened that Chatterton was rocked from the square to west of the water tower at the shocking immorality of its high school.

Relationship of Boards of Education to Superintendents of Schools

Prof. Charles E. Chadsey of the University of Illinois, one time superintendent of the Chicago schools, recently delivered an address before the Illinois School Board and Superintendents Association on the subject indicated in the title of this article.

Mr. Chadsey figured in one of the most dramatic chapters of American school administration history. He was dropped from the superintendency of the Chicago schools through a political conspiracy resulting in an ugly and prolonged turmoil which culminated in subjecting a number of board members to money fines and jail imprisonment.

Mr. Chadsey emerged from the conflict thoroughly vindicated, and with his escutcheon as an educator left clean and bright. He held firmly to his ideals as a schoolmaster and to his rights as a man. He was sustained by the courts, his fellow educators, and by a right thinking public. His expressions on the subject of boards of education and superintendents were received with more than ordinary interest. We reproduce here some of the things he said:

"The board of education came into existence as a result of an increasing conviction on the part of communities that it was impossible for the work, which had to do with schools, to be performed properly in town meetings. Consequently, from time to time specific duties and responsibilities were handed over, sometimes to individuals, sometimes to committees, and in the course of years these duties came to be regularly assigned through acts of the general court and later of legislatures to permanent committees finally known as board of education or some similar name. The history of education in the United States over a considerable period of years shows a steady tendency on the part of communities to delegate to these boards specific duties and responsibilities.

"Not all of the powers and responsibilities concerning education possessed by the communities have been delegated; for instance, in Illinois, the electors of the district still retain the right to determine whether bonds shall be issued for the purchase of new sites for schools or for the erection of new buildings, and, save where by special act or charter power has been otherwise delegated, they retain the power to determine the exact location of the site on which the school building is to be erected. In general, however, for obvious reasons, practically all of the powers formerly exercised by the voters, either through election or district meeting, have been assumed by these boards of education.

"So we have through this period of our history, which in small districts has often extended to the present time, a situation where the

schools are administered almost entirely by the board of education, either acting as a board or through committees, or sometimes through the authority assumed by individual members. In many places, however, as the population increased, the board of education like the communities in the earlier generation came to feel that the details of administration were becoming too heavy for it to exercise itself.

"These details in some cases had to do with the actual work of the teacher in the school—the responsibility, for instance, of inspecting the work, or criticizing it, and of attempting in various ways to improve it—and were soon seen to include much which the board was unable to do, either acting as a board or as individuals.

"The necessity, for example, that disgruntled parents be given an opportunity to air their grievances was frequently not appreciated. The numerous visits either for complaint, or by people interested in the appointment of new teachers, in purchasing new supplies, or interviews for any one of an indefinite number of purposes came to make heavier and heavier demands upon the individual members of the board in growing communities, so that through a perfectly natural development somebody had to be chosen to whom the board might delegate these duties and relieve itself from unnecessary burdens.

"Out of this necessity finally has developed the office of superintendent of schools. Sometimes the more important elements resulting in the establishment of the office had to do with educational duties, sometimes they had to do with the details of business administration. Always in actual experience many duties having to do with both of these types of activities were delegated to the newly-created office.

"Thus, in an extremely informal way, due in almost every case to a conviction growing out of experience, the office of superintendent of schools has been established until now almost every school district boasting more than one school building has, as a matter of course, an administrative officer to whom the title of superintendent of schools has been given.

"The fact that the growth of the office was so natural and spontaneous has resulted in the duties of the office itself being in many cases extremely vague. There are today hundreds of superintendents of schools who have been performing all of the ordinary duties pertaining to such an office, where the board of education has never in a formal way determined what these duties are. The result is that in districts with no rules or regulations governing the superintendent, these duties and powers may vary greatly.

(Continued on Page 131)

Recent Achievements in Budget Planning¹

Orville C. Pratt, Superintendent of Schools, Spokane, Wash.

When worthy of the name, the budget is a scientifically formulated financial plan. It is one of the many valuable instruments which modern scientific technique has made available. The function of science is to eliminate as fully as possible from human affairs the uncertainty, confusion, chance and guesswork which are all too apt to characterize them. The budget is the direct outcome of scientific method applied in the field of finance for the purpose of assuring financial comprehension, direction and control. As the aeroplane in modern warfare makes it possible to see at a glance the entire field of action, so a properly prepared budget enables the school executive to visualize and to understand the significance of the multiplicity of financial transactions in a large school system.

It is a recent achievement of no little moment in budget planning that school men now quite commonly participate actively in such planning. Time was when many superintendents seemed to regard the word, "budget," merely as a convenient technical term by which to designate the sum total of rough estimates submitted. Budget making was then chiefly a process of addition. It was only after the aggregate amount of money deemed necessary for the schools was arrived at that the matter of how the money was to be secured received any attention.

As an aftermath of the war this casual attitude toward budget planning has largely disappeared. All too often nowadays pre-war tax limitations make it imperative first of all for the perplexed school executive to ascertain as definitely as he can the maximum of finance available and then to give careful, not to say prayerful, attention to paring down estimates in such a way that the progress and efficiency of the schools may be impaired as little as conditions make possible. Subtraction and division have recently become very familiar processes in school budget planning. Under such circumstances successful school administration not only welcomes but demands all the aid which scientific technique has to offer in the preparation of a budget.

A recent achievement in budget planning which grew out of the keener realization by schoolmen of its imperative necessity has been to make it a continuous process throughout the year. It must be the business of some one person or bureau to gather and compile essential statistical data all the year around, or else the budget can not be properly planned. Rightly regarded, the planning of the budget is not just a single operation to be performed at any one time in the year, but is rather a cycle of operations. The budget is to school financial policy what the steering wheel is to the automobile. Very little pressure is necessary for proper guidance of the automobile, but unwavering attention is essential. Such constant attention budget planning is now receiving.

There is almost no limit to the valuable data which may be gathered and tabulated in this way for comparative purposes. It is, of course, by comparison with other systems that the financial peculiarities of a given system may be most clearly made evident. How do per capita costs compare? How about the percentage distribution for the various parts of the budget? How does the system compare with others in the matter of indebtedness? What is the

situation locally and generally in all these respects as compared with five or ten years before? What is the assessed valuation back of each child? What immediate building needs exist? What type of building should be erected? What financial legislation should be asked of the next legislature? Such are a few of the questions concerning which accurate and complete information should be sought by continuous budget planning.

Another recent achievement in planning the budget is the more exact definition and classification of budget items. This is well illustrated in the "uniform school accounting" report, prepared by the joint committee representing the U. S. Bureau of Education, the Department of Superintendence, the National Association of School Business Officials and the Inter-City Conference. With this report in general use as a guide in the classification of budget items, comparisons between cities will become more accurate and, therefore, more valuable, not only as to main headings, but also for specific purposes such as compulsory attendance, medical inspection, dental inspection, nurse service, libraries, parental schools, etc. It is to be hoped that every city which has not done so will speedily adopt this greatly improved accounting report and follow it in budget preparation.

Still another achievement in budget planning is the requirement that all administrative heads whose decisions affect the amount of expenditures shall submit written estimates. Such estimates constitute budgets for the separate schools or departments concerned. They should be in detail, showing proposed changes and the reasons therefor. It is especially necessary that requests for increased expenditures be accompanied with explicit reasons for such increase. One question which should appear on every estimate form is: "If it should prove necessary to cut your estimate, where in your judgment may it be done with the least sacrifice of efficiency?" It is very desirable that supervisors and principals should give careful thought to the matter of possible economies and that they should thoroughly understand the problems involved in financing the schools.

Closely allied to the achievements in budget planning already mentioned is the introduction of better and more expert business standards and methods. Business has taken long strides in the direction of utilizing scientific method. The schools have a business side and this phase of the schools should be administered in complete accord with the best business procedure. The school offices should be equipped with all necessary time and labor saving devices in common use by progressive business concerns handling approximately the same number of items. It is inexcusable for school offices to be a decade behind in the adoption of approved business methods. It is false economy for such offices not to be fully supplied with up-to-date equipment of any kind that would be much used, if available.

Perhaps the most recent achievement in budget planning is the use of budget information for publicity purposes. As conditions are today with the cry of "retrenchment" mounting on every side, every schoolman is derelict in his duty if he does not utilize every possible means to secure favorable publicity for the schools. The changes in taxation and finance

wrought by the war make such an attitude imperative if the schools are to come through this transition period unscathed.

It was inevitable that the war should greatly increase taxation. War is a luxury that costs far more than any other in which peoples indulge. Just the mere interest on the national indebtedness created by the recent war is more than the total of federal expenditures in pre-war days. Notwithstanding the Washington Conference on Limitation of Armaments, our army and navy departments are spending three times as much now as before the war, and their present level of expenditure just about equals the total for all federal purposes ten years ago. Federal taxation is taking from the pockets of the people three and one-half times as many dollars as before the war. The federal government exacts more in taxes than all other governmental units combined.

In the face of such a situation it was also inevitable that people should organize for the purpose of securing tax reduction, federal, state, and local. Taxpayers' leagues have sprung up everywhere and at once have become vocal with propaganda aimed against high taxes. It is only natural that their zeal should be more marked than their discrimination. As the old joke has it that any head that sticks up in a fight is a good enough target for an Irishman with his shillalah, so the schools have received many unkind raps in these post-war days just because they are tax-supported. The people of America have a thorough-going belief in education, but in their present mood they demand the assurance that the money asked for educational purposes is actually needed and is being spent with due regard for economy and efficiency.

Such assurance the budget offers an admirable opportunity to give. If rightly presented, there is probably no better means available for correctly informing the public about the finances of the schools. Too often the budget as submitted is a mere mass of detailed figures unaccompanied by any key to their meaning, to the reasons why changes are made, and quite commonly it has with it no explanatory statement.

As a means for informing the public it is absolutely essential for the detailed budget to be prefaced by a concise, but clear, interesting, carefully written analysis. After a brief introductory statement this analysis should first present a one-page outline of the budget, limited to a summary of receipts and balances and of expenditures as compared with the preceding year. The analysis should then take up one by one the items of General Control, Instruction, Co-ordinate Activities, etc., explaining in easily understood words the meaning of each term and the reasons for any considerable changes in expenditures under that heading.

In this presentation comparative graphs should be featured. If a proposed new expenditure is reasonable there is no more convincing way to show it than by means of a graph indicating how the given school system compares with other systems of similar size. Are you asking for capital outlay? Then, how does your city compare with others in the matter of per capita indebtedness for school purposes? How does it compare in the per capita value of school property, and in the demands for debt service?

¹Abstract of a paper prepared for the Department of Superintendence, Chicago, Feb. 24-28.

This analytic statement should reach the public in two ways, through the daily press and through school channels. In order for it to be utilized to any extent by the local press it is essential that it be prepared by someone with a "nose for news." An encyclopedic, dry-as-dust presentation will not secure the sought-for publicity in daily papers. Above everything else they demand that whatever they use must attract attention and be read. In preparing the budget statement it is a good plan to have it written first by the research man and then recast into more attractive form by someone acquainted with the requirements of newspaper publicity.

In case the adoption of any part of the budget depends upon the outcome of a popular election it then becomes necessary to organize a publicity committee. The function of such a committee is to utilize existing agencies and to devise new ones for informing the public. Many of the ideas suggested by the U. S. Bureau of Education for "education week" are equally applicable for the purpose of disseminating information about local school needs. With a taxpayers' league well organized with

paid employees and meeting regularly to consider how taxation of all kinds can be reduced, it is folly for those whose lives are given in service to the schools not also to be so organized as to safeguard the welfare of the schools. The only successful way to meet powerful organized opposition is with equally powerful counter organization.

One of the most effective agencies for moulding public opinion is the teaching corps. Through principals' bulletins, teachers' letters and teachers' meetings every school employee should acquire a clear understanding of school finances and, as opportunity offers, should pass that understanding on to other people. It is a good thing for a school system in other ways for the active interest of teachers to be enlisted in its defense.

To recapitulate, six recent achievements in budget planning have been discussed. First, schoolmen now are interested and participate in budget planning. Second, such planning involves continuous gathering and tabulation of data throughout the year. Third, budget items are now defined and classified with more

detail and exactness. Fourth, all administrative heads participate in budget planning by means of detailed written estimates. Fifth, school offices are conducted by thoroughly modern business standards and methods. Sixth, the budget is utilized to the fullest possible extent as a means of informing the public about school needs.

Practically all the states require budget planning. Instead of being regarded as a burden imposed, an evil which can not be escaped, the planning of the budget ought rather to be welcomed as an instrument which makes possible increased economy and efficiency in the schools, and as an opportunity which enables the schools to keep the public informed, and therefore sympathetic, about school needs. The budget is a scientifically formulated financial plan which is indispensable if there is to be financial comprehension, direction and control. The people of America are not likely to permit the forces of reaction to prevail against the genuine needs of education if recent achievements in budget planning are utilized to the full.

Practicable Co-operative Supervision

Harlan C. Koch, Principal, Mount Vernon, Ohio.

Doubtless one of the most desirable things from the viewpoint of a high school principal, yet hardest to obtain, is an awakened and sustained interest on the part of his teachers in general educational problems. Observational findings amply attest that such interest does not commonly exist, and educational literature is rich in suggestions on how it may be secured.

This apathy is the logical result of many factors, such as days crowded with class work; multitudinous calls for individual help; the development of at least a practical knowledge of classroom management; and, if the teacher be talented and willing, participation in the direction of extra-curricular activities, to say nothing of evenings crowded with preparation for the responsibilities of each succeeding day, and so on. Sympathetic investigation reveals little, if any, determined resistance to a study of problems-at-large by members of the teaching staff.

There are many reasons why teachers should be included in these larger activities:

1. Such a program affords a fine opportunity for growth in service.
2. It develops an appreciation of the tremendous scope of modern educational theory and practice.
3. It creates a sympathy for the problems of administration and supervision.
4. It enhances the feeling of responsibility towards the institution as a whole.
5. It tends to clarify inter-departmental relationships through the delimitation of objectives.
6. In most cases, it reveals that problems of teaching technique, method, discipline, and so on, are but minor elements of a larger problem.
7. Best of all, it promotes a spirit of friendly co-operation.

Such considerations as these have led to the local development of what is proving to be a most satisfactory scheme of co-operative supervision.

In this connection the term "supervision" is not narrowly defined. It is construed to include both the specific work of the teachers and those obligations-at-large which are common in



most schools of from five hundred to a thousand students, including thereby some of the aspects of administration.

It may be mentioned that for some years the usual method of supervision had been employed, including such activities as classroom visitation with subsequent conferences with the teachers visited, the citation of helpful literature, and so on, supplemented by the monthly teachers' meetings at which the principal did all the work, invariably later to suffer the pangs of bitter disappointment because his teachers had shown so little enthusiasm in spite of the fact that the topic for the evening's discussion had been previously announced.

After repeated experiences of this kind it dawned upon the principal that his teachers were not uninterested, but had demonstrated the normal reaction of all individuals not included in the development of a question: they were willing to listen politely to a 45-minute dissertation on a vague subject, but, not having been impressed with the need for any immediate action, the matter soon slipped from their minds. The thing that the situation demanded was that the principal begin to get out of the way.

In keeping with this conclusion, steps were taken to include the teachers to a greater and greater degree each year in the study of problems of administration and supervision, until the following program is the result. The scheme embraces three main features:

1. The monthly teachers' meeting.
2. Intra-departmental visitation.
3. A plan for teacher self-rating.

The Regular Monthly Meeting

At the initial meeting of the present school year, a list of suggestive subjects was announced, and committees were appointed to have charge of the regular monthly meeting. Every teacher on the force holds membership in one such committee and works under the immediate supervision of a teacher-chairman. The list of subjects follows in part:

- A student health program.
 - Tests and measurements.
 - The teacher and educational research.
 - The teacher-supervisor relationship.
 - The teacher's growth in service.
 - Local, state, and national teachers' organizations.
 - The teacher's library.
 - The school library.
 - Teaching as a profession.
 - The value and use of lesson plans.
 - Extra-curricular activities.
 - Individual differences and their significance.
 - The whole problem of adolescence.
 - Retardation and elimination.
 - Student co-operation in government.
 - The rating of supervisors by teachers.
 - The rating of teachers by supervisors.
 - The elements of good teaching.
 - The whole problem of discipline.
 - Supervised study.
 - The problem and project method.
 - The socialized recitation.
 - The place of the question in the recitation.
 - Classroom management.
 - Summer school and extension activities as means of growth in service.
 - Parent co-operation in the attendance problem.
 - Curriculum building.
 - A code of ethics for teachers.
- The chairman of each committee called his group together to consider the subjects of interest, after which the following calendar of meetings was announced:
- October: Student co-operation in government.
 - November: The problem and project method.
 - December: The socialized recitation.
 - January: Individual differences and their significance.
 - February: A student health program.
 - March: Extra-curricular activities.
 - April: A code of ethics for teachers.
- It was agreed that the practical features of these monthly programs should be stressed,

terminating in plans actually to be applied to our needs. This feature, plus the fact that each committee selected that subject which proved of most interest to its members, lends a motive for serious work.

Adequate facilities for research prove to be somewhat of a problem. After individual libraries are exhausted, "reading parties" avail themselves of the privilege of visiting certain college libraries lying at intermediate distances, while members of the faculty whose homes are in college towns are commissioned to examine suggested sources in their respective college libraries when enjoying week-end visits at home.

When complete the report of each committee is mimeographed and bound in permanent form. These bulletins are distributed among the teachers a few days before the meetings in which they are to be discussed. These meetings are presided at by the chairmen of the respective committees. Since each committee is devising a practical application of its subject, the school has become a laboratory for the testing of pedagogical theory with the teaching force directing the various projects.

Intra-departmental Visitation

A rather well known plan of intra-departmental visitation constitutes the second feature in this scheme. It embraces a simple arrangement of group observation whereby all the instructors in a department are called together to observe one of their number at work. That certain specific essentials may be observed, observation forms varying with the elements to be inspected are employed. One such form is presented here, having been employed in this school for some years.

OBSERVATION FORM¹

1. Note the technique of the teacher. Note each item of technique that was prominent and when possible note the number of times practiced. The following items are suggestive. Extend the list as the situation demands.
 - a. Repeating the answers of pupils.
 - b. Asking too many questions, or too few.
 - c. Failing to state questions clearly, and in the fewest possible words.
 - d. Excellent statement of questions.
 - e. Clear explanations, or the opposite.
 - f. Naming the pupil who is to answer before asking the question.
 - g. Asking a question first and then naming the pupil who is to answer.
 - h. Not giving sufficient time for thinking out the answer or discussion before naming the pupil who is to recite.
 - i. Automatically saying "all right," "correct," "yes," or any set indication that the answer is satisfactory.
 - j. Indicating the answer by the form of the question.
 - k. Breaking the subject-matter up into too small units.
 - l. Not breaking the matter up into small enough units.
 - m. Teacher's voice: pitch, modulation, quality, power.
 - n. Teacher's attitude: enthusiastic, sympathetic, or opposites.
 - o. Teacher's bearing: natural, dignified, self-reliant, or opposites.
2. What is the effect of any particular item of technique in the class and the recitation?

The teacher who is selected to teach a demonstration recitation places a copy of his lesson plan in the hands of each visiting teacher on the day preceding the observation.

A "follow-up" conference is had immediately after the observation, during which every phase of the recitation is discussed most frankly, the demonstration teacher being present to explain his procedure.

Our program for the year provides one such group observation each semester in every department. In addition, as in former years, a departmental meeting will be held, at which some member of the department will present a discussion of aims, methods, materials, etc.

In the past, teachers have expressed themselves as confident that they could think of no more enjoyable or profitable plan of supervision than this.

This program does not release the principal from individual supervision. He is still the official "trouble shooter," going here and there, counseling and being counseled, advising and being advised, in the effort to tone up and coordinate the work of the school.

A Teacher Self-rating Scheme

In the last place, the teachers are using a self-rating scheme on the point basis as a kind of "silent-partner." Much can be said both for and against self-rating schemes, but the suggestive value of such a device led to its adoption. The card is presented below:

A SELF-RATING SCORE CARD²

- A. The background or workshop.
 - I. Is the atmosphere of the room conducive to learning? 110
 1. Are the hygienic conditions, so far as they are in the control of the teacher, at their best, e. g., ventilation, seating of pupils, cleanliness of pupils, etc.? 30
 2. Is the room neat and orderly? 20
 3. Are there attempts at beautifying it in simple and inexpensive ways? 15
 4. Are there visible evidences of proper incentives to study, such as:
 - a. Display of best work?
 - b. Graphs of achievement?
 - c. Appropriate rewards for effort?
 - d. Material to supply voluntary work to quick pupils? 25
 5. Are the necessary mechanical tools in good condition for use and ready at hand for quick distribution? 20
 - II. Are there evidences present of sufficient preparation on the part of the teacher? 140
 1. Does the teacher put in writing a clear-cut, definite plan for the day's work? 25
 2. Does the written plan for the day indicate in proper proportion work which aims at automatic reaction to a stimulus and work which aims at the development of reflective thinking? 25
 3. Do the accumulated written plans evidence in any degree mastery of subject matter and wisdom in handling it? 25
 4. Does the teacher's book of plans indicate reasonable class progress? 25
 5. Does the teacher provide or cause the children to provide such material for the day's work as would be likely to arouse enthusiasm in learning? 40
- B. The work 375
 - I. Is the subject matter, in so far as it is under the control of the teacher, worth while? 50
 - II. Is the specific aim apparent, definite, and of sufficient worth? 50
 - III. Is the organization good? 50
 - IV. Is the time properly employed? Does the teacher have a proper sense of values? 40

²Carrigan, Jr. Ed. Meth., Oct., 1922.



- V. Does the proportion of individual response in class prove the teaching successful? 50
- VI. Is the work wholly co-operative or merely a guessing game in which the children try to find out what answers the teacher wants? 45
- VII. Is there a checking up of results? 40
- VIII. Is any vital connection with a future activity suggested? 50
- C. The child 375
 - I. Does the child have a conscious objective in mind at the beginning of the lesson? 95
 - II. Is the task set within the power of the individuals, provided they make effort? 90
 - III. Is there a satisfactory proportion of individuals who are absorbingly interested in the work and are making progress throughout the recitation? 100
 - IV. Does each child experience the satisfaction of a measure of success through effort expended? 90
- Total 1,000
- D. Descriptive estimates. Number of point equivalents

Superior	950 - 1,000
Excellent	900 - 949
Very Good	850 - 899
Good	750 - 849
Fairly Good	700 - 749
Passable	650 - 699
Poor	600 - 649
Unsatisfactory	500 - 599

Because the subjective element in such a rating scheme is large, provision is made whereby the mean of three ratings may be had: the teacher's, the principal's, and the superintendent's, the same score card being employed in each case and multiple observations affording opportunity for judgment.

The services of an expert stenographer afford, perhaps, the best safeguard against the subjective element in this rating scheme. Whenever it is thought desirable to "cover" the work of a teacher in order to make an extended study of her recitatorial procedure, a small group of observers, including the stenographer, visit the teacher's room quite as inconspicuously as possible so as to prevent unnecessary interruption, and the recitation is transcribed to paper as exactly as this can be done. Later it is issued in typewritten form for analysis, the interpretation of items and sub-items under A-II, B, and C, above, being especially facilitated through such procedure.

It may be said that this plan involves too many activities to be feasible. The reply is that it is being done. The different features engage a different combination of individuals at different times, so that the burden of extra activity is not excessive. The schedule for the year is arranged in such manner that every teacher finds it possible to engage in each of these supervisory activities.

INCREASE IN CITY SCHOOL EXPENDITURES

The census bureau at Washington, D. C., has compiled figures showing the increase in school expenditures in 1922 over 1917, showing also the percentage of increase. We lift from the statistical table the schools' expenditures and percentages of increase for 1922 of twenty-three leading American cities, as follows:

City	School Cost	Per Capita	Percentage Increase
1. New York City, N. Y.	\$93,323,000	\$16.00	514
2. Chicago, Ill.	33,034,000	11.66	72
3. Philadelphia, Pa.	19,896,000	10.50	82
4. Detroit, Mich.	12,671,000	12.75	560
5. Cleveland, Ohio	12,861,000	15.05	535
6. St. Louis, Mo.	7,760,000	9.84	54
7. Boston, Mass.	12,373,000	16.18	150
8. Baltimore, Md.	6,433,000	8.44	3,185
9. Los Angeles, Calif.	9,105,000	14.63	479
10. Pittsburgh, Pa.	8,380,000	13.79	587
11. San Francisco, Calif.	4,629,000	8.81	234
12. Buffalo, N. Y.	7,085,000	13.52	761
13. Milwaukee, Wis.	5,765,000	12.98	124
14. Washington, D. C.	5,428,000	12.40	223
15. Newark, N. J.	6,762,000	15.66	207
16. Cincinnati, O.	5,937,000	14.66	125
17. Minneapolis, Minn.	5,282,000	13.77	655
18. New Orleans, La.	3,397,000	8.50	1,620
19. Kansas City, Mo.	4,438,000	13.10	882
20. Indianapolis, Ind.	4,082,000	12.19	873
21. Seattle, Wash.	4,481,000	14.20	160
22. Rochester, N. Y.	4,912,000	15.77	947
23. Jersey City, N. J.	3,453,000	11.29	11

¹Nutt, The Supervision of Instruction, p. 149.

Presidents of Boards of Education

Sketches of Men Who Lead in the Administration of the American Schools.

ELMER ERNEST SPEAR

Chairman, School Board, Everett, Massachusetts

Mr. Spear is a product of the Everett school system and a practicing attorney. He is the senior member of the board in point of service, having completed fourteen years as a member, although only one other member is younger in point of years.

Mr. Spear was born in the Charlestown district of Boston, January 2, 1887, the son of Ralph V. and Nellie M. (Robinson) Spear. His parents took up residence in Everett when he was nine years of age and he has since lived there.

He graduated from the Everett High School in 1905. While at high school he was prominent in the school activities. He was a member of the football team in 1903, which won the suburban league championship, and in 1904 was manager of the team. In 1904 and 1905 he was captain of the school debating team which was undefeated in interscholastic debate. He was the winner of first honors in the annual public speaking contest of the school in 1904, and also won honors in 1905.

Upon graduating from high school he took up newspaper work in which he had also been interested while in school. He represented the Boston Journal as its Everett man and in 1906 became the district man of the Boston Globe in Everett.

While engaged in this work he took up the study of law at the Northeastern University of Law and graduated in 1910 with the degree LL. B. He was admitted to practice before the courts of Massachusetts in March, 1912; to the federal bar in March, 1914, and was admitted a member of the bar of Maine in April, 1923. Since his admission to the bar of his state he has been engaged in active practice in his home city and Boston.

On July 1, 1912 he married Susie Frances Bray, a teacher in the Everett schools, who had been a schoolmate for years. Of this marriage three children were born, Ralph S., Milicent E., and Edgar W., of whom the two boys, aged ten and six respectively, are living.



ELMER E. SPEAR,
Chairman School Board,
Everett, Mass.

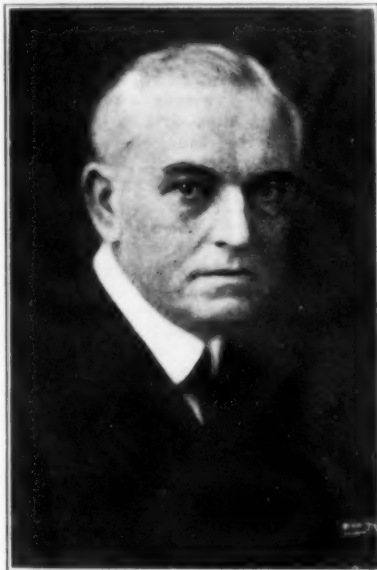
Mr. Spear was first chosen to the Everett School Board for a term beginning in 1909 when he was 22 years old. He was then the youngest member of any school board in his state, and has been repeatedly returned, frequently without opposition. He has just been re-elected for another term of three years. He was chosen chairman for 1923.

In 1921 and 1922 he served as city solicitor of Everett. He has always been prominent in civic affairs. In 1913 he became interested in the establishment of the Everett Gazette of which he is half owner and serves as editor.

CHARLES M. MODERWELL

President of the Board of Education, Chicago, Ill.

Upon the theory that boards of education should be kept more or less responsive to the popular will and at the same time freed from local political domination, the school law provides that members of the Chicago board of education shall be appointed by the mayor and confirmed by the city council for a definite term of office. Thereupon they are independent to act for the best interests of the schools and school children. This is as it should be, inasmuch as the administration of the schools is a specialized technical problem.



CHAS. M. MODERWELL,
President Board of Education,
Chicago, Ill.

All of the people, regardless of political affiliation, are concerned that their children shall have the best school provision that it is possible to give them, and for the most part, are not interested in this, or that plan of school administration.

Both by courtesy and by the rules of the Chicago board of education, its president is given large powers. Much depends, therefore, on the character and personality of the person who holds this very important office. It is on this account that Chicago is most fortunate in having as president of its board of education, a man who has always been moved by the highest ideals, who believes that laws, rules and regulations are made to be enforced and obeyed, that civil service provisions are to be followed, and that the schools shall be economically and efficiently administered solely in the interests of Chicago's school children. Such a man is Charles M. Moderwell, who was elected president at the first meeting after his appointment following the reorganization of Chicago's board of education in May, 1923.

Mr. Moderwell has had broad experience and a fine educational background. Born in Illinois about 55 years ago, he attended the public schools and later was graduated from Wooster College, Ohio, at the age of 21. That same year he came to Chicago and has resided in this city every since. He has been engaged in the mining and distribution of coal, and is at present, still engaged in the coal business.

Mr. Moderwell has always been active in public affairs and closely identified with movements for civic betterment. For many years he has been an active member of the executive committee of the Chicago Association of Commerce, and recently was made chairman of its Civic Affairs Committee. For a long time, too, he has been a member of the Public Education Association. For eleven years he was a trustee of Wooster College, and, in fact, has always been keenly interested in educational matters.

It has been a matter of comment that Mr.

Moderwell's participation in public affairs and civic matters has been unselfish and impersonal. If it was possible for him to make some little contribution in service, that, in itself, was sufficient compensation.

The president is attacking the complex matters connected with the administration of his office with commendable courage and foresight. Especially noticeable is his open mindedness and the fact that he is approaching his task without prejudice and without fixed opinions as to how the schools should be operated.

Chicago, therefore, is to be congratulated on having such a man as president of its board of education.

—Peter A. Mortenson.

LOUIS E. DESBECKER

President, Board of Education, Buffalo, New York

Mr. Desbecker was born in Buffalo, April 2nd, 1871. He is a graduate of public school No. 11, Buffalo, N. Y., B. A. magna cum laude Harvard College, 1892, and a graduate of New York law school, 1894. Elected corporation counsel, city of Buffalo, N. Y., 1906, and served until 1910.

He was appointed to the board of education by Hon. Louis P. Fuhrmann, mayor of the city of Buffalo, in 1917, and was reappointed for five years by Hon. George S. Buck, mayor of the city of Buffalo in 1919.

Mr. Desbecker was elected president of the board of education in 1919.

The president of the board of education in Buffalo is selected by his associates on the board, and in the choice of Mr. Desbecker, the board of education has reflected in the president all that the board stands for in unselfish service and high idealism. During the service of Mr. Desbecker on the board of education, the city of Buffalo has seen developed a splendid morale in the entire school department. It has seen a reorganization of the courses of study; a complete elimination of political considerations in the appointment of principals and teachers; the organization of a Buffalo teacher training plan; the development of one of the



LOUIS E. DESBECKER,
President Board of Education,
Buffalo, N. Y.

largest night school systems in the country; the doubling of salaries for elementary and high school teachers, and the approval of a fourteen million dollar building program, nearly all of which is completed, under construction, or on the architects' boards.

The members of the board of education in Buffalo serve without compensation. It would be well inside the truth to say that Mr. Desbecker as president of the board has given at least one-third of his time to a courageous, unselfish defense of the cause of public education. He has been a friend of every member

of the department without capitalizing it for political purposes. He has had no hobbies to ride, or special cases to plead. He has been active without being officious, courageously aggressive without being dogmatic; loyal at all times to his associates and subordinates, but equally insistent that the school shall be operated exclusively in the interest of educational service to the pupils in attendance.

Superintendent Hartwell, in commenting on the above said: "I am happy to state that the foregoing brief estimate of the president of our board of education expresses not only my high personal appreciation but I sincerely believe it is the judgment with which every man and woman connected with the department of education of this city, as well as the sentiment of the city, itself, will concur."

Mr. Desbecker is the senior partner of an important law firm in Buffalo.

DR. HERBERT S. ARTHUR
President, Board of School Directors, McKeesport, Pa.

Dr. Herbert S. Arthur was unanimously elected president of the board of school directors of the city of McKeesport, Pennsylvania, on December 3, 1923.

Dr. Arthur comes from one of the oldest and most highly respected families of McKeesport. His grandfather lived here in 1844.



DR. H. S. ARTHUR,
President Board of Education,
McKeesport, Pa.

Dr. Arthur was born April 28, 1879. He was educated in the public schools of the city of McKeesport and graduated from the McKeesport high school in 1896. He worked in the National Tube Mills for four years. He graduated from the Northwestern University of Medicine, Chicago, Illinois, in 1903. He served one year as an intern in the McKeesport Hospital after which he took a post graduate course in New York City. He began the practice of general medicine in McKeesport in 1905.

In 1906, he was elected a member of the board of school directors of the city of McKeesport. He served as a member of the school board from the time that he was elected until he resigned to become mayor of the city of McKeesport in 1909. As mayor, he showed exceptional ability as an executive and business man. He has always stood for the highest moral conduct of men in both private and business life. He has been a staunch friend of young men and has helped them to succeed in business, to raise their moral standard, and has aided them financially to secure an education.

In recent years he has specialized in general surgery and is now regarded as one of the leading surgeons in western Pennsylvania.

He has been a student not only in keeping himself well posted in regard to the advances made in his profession, but also of the problems that pertain to the betterment and general welfare of the community. He has found pleasure in reading classics, economics, and biographies.

When he was elected a member of the board of school directors in 1921, he accepted the office knowing that it would mean great sacrifices to him from a professional standpoint. He decided to make the sacrifices in order that he might do a work of real service for the boys and girls in whom he has always been intensely interested.

He has been a very successful business man. At the present time he is a member of the board of directors of the Watson Paint and Glass Company, McKeesport; Massillon Steel & Casting Company, Massillon, Ohio; Electric Battery and Electric Company, Detroit, Michigan; and the Dock Hollow Coal Company, McKeesport. He is also an active member of the Kiwanis Club of this city.

Dr. Arthur has demonstrated time and time again that he is a man who has been able to accomplish more than ordinary results as an executive, as a professional man, as a business man, and as a man interested in helping men and women, both young and old, to become successful, law-abiding, and loyal Americans.

MRS. CLARKE SULLIVAN
President, Board of Education, Dayton, Ohio

When a vacancy occurred unexpectedly in the office of the president of the Dayton board of education, Mrs. Clarke Sullivan was unanimously chosen to fill that position. Mrs. Sullivan has the distinction of being the first woman to be president of a Dayton board of education. She is also one of the few women who have held such an office in Ohio.

Mrs. Sullivan is a thoroughly modern woman. Not only does she conduct her home most efficiently but she finds time for many civic activities. One has only to call attention to the fact that she is the wife of a very busy and active physician and that she is the mother of two typically American children to show that her home duties alone are very many. She not only meets the pressure of home and civic engagements which naturally come to her but she is active in many other enterprises outside of her home.

Her particular pet of all these activities is the work of the board of education. To this she has devoted and is giving a great many hours of valuable time. For some time before her election to the board, Mrs. Sullivan was interested in welfare work. She was instrumental in organizing, and was the first president of, the Progressive Mothers' Club. She also was very active in the organization of the first Parent-Teacher Association in her school district. It was through her interest in welfare work, her work in the Progressive Mothers' Club and the Parent-Teacher Association, and through her natural interest in the schools, that she came unusually well-equipped for her work as a member of the board of education.

Mrs. Sullivan, since she has been a member of the board of education, has had an experience which is, no doubt, common to all board members. Before that time she supposed that most of the time would be given to the consideration of important educational policies. Instead of that she has found that very little time of the board of education is given to consideration of matters of direct educational concern. When she was asked if the work on the board was different than she had expected, she replied in effect: "Yes. The board gives more time to business affairs than I thought they would and less to educational matters." She went on to say that she was surprised to learn of the hours of service given to the board of education work by its members.

Perhaps it is not surprising that this should be the case with the Dayton board of education. When Mrs. Sullivan and the other members of the board took office, they found that they were face to face at once with the problems of school building. Since that time a three-million dollar bond issue has been spent and many other demands have been made upon the board of education for additional matters which have taxed their financial ingenuity to the utmost. Someone has said that one of the primary functions of a board of education is

to act as a fiscal agent. It speaks very well for the business judgment of the Dayton board of education that they have been able, up to this date, to finance an expanding educational program without running into debt. It would also seem to indicate that women on a board of education can contribute something of value to the business as well as to the educational side of the work.

Mrs. Sullivan's early interest in child welfare work is seen in the attention which she has given to the pre-vocational schools in Dayton. The boys and girls of the pre-vocational schools know her as well as they do any of their teachers. It was she who secured outside financial assistance so that lunches are served free each day at these schools. It was through her influence that people have been making gifts to these institutions. Some have given victrolas, others records. Still others have given clothes and a start has been made on a splendid library. In addition to this, one of the Parent-Teacher Associations has voted money for car fare for the girls in the Girls' pre-vocational school who can not afford to pay their own.

When asked if she had any advice to give new members of a board of education she stated that she had none to give them, but that



MRS. CLARKE SULLIVAN,
President Board of Education,
Dayton, Ohio.

there were at least six things which should be asked of every prospective member of a board of education. They are:

An earnest and sincere desire to be of service. Without this stimulus the work of the board will prove to be tedious and wearing.

A broad and wholesome attitude towards all educational activities. In short, a willingness to accept progressive educational ideas and to stimulate proper activities.

A great amount of physical strength and nervous energy. I am not sure that Mrs. Sullivan feels that members of a board of education should have this because they have to deal constantly with the superintendent of schools, or because they must deal with the public. Being a tactful and diplomatic president, she leaves me to draw my own conclusions, and you must draw yours.

The ability to give much time from home duties and business problems to this work. No one knows better than a member of a board of education how much time it takes.

Mrs. Sullivan feels that every member of a board of education, as far as possible, should pay a visit to every school building in order that he or she may have a more intimate knowledge of the problems of that district when they arise. If a member of the board of education has visited school No. 10 and a delegation from that district appears before the board, Mrs. Sullivan rightfully feels that this board member can deal more justly with their petition if he has visited that particular district.

Board of education members should leave the details of administration to the officers and employees of the board of education. This will result in giving the members of the board time to consider larger policies. It is reported that a down-state superintendent once said to the late Mr. Shoop of Chicago, "I presume that your board of education gives its time to the big things in education." Mr. Shoop is said to have replied somewhat as follows: "Well hardly. They spend most of their time trying to locate lost ash cans." Mrs. Sullivan is sure that a board of education should not spend its time locating lost ash cans but in giving its time to the formulation and consideration of the big educational problems. This attitude will, I am sure, have the unanimous approval of all harassed superintendents.

—P. C. S.

LOUIS CHARLES CARDINAL

President, City Board of Education, Montgomery, Alabama

Mr. Cardinal was born in the city of Montgomery, Alabama, December 29, 1867. At the age of twelve, he lost his father through death. His school training was confined to only a few years in the public schools of his native city.

During the legislature of 1880, Mr. Cardinal served as page in the Alabama house of representatives. In 1882 he was employed in a stationery and cigar store. Here he remained five years. Leaving at the expiration of that time, he moved to California, married, and served as traveling representative of a large manufacturing plant. His territory extended throughout the Pacific coast including California, Oregon, and Washington.

In 1890 he returned to Montgomery where he has since lived serving in the capacity of traveling representative, first for a Montgomery business house, and from 1898 to 1919 for the Mobile and Ohio Railroad. At the latter date, Mr. Cardinal was appointed commercial agent for this railroad with headquarters in Montgomery. This position he still holds.

Since the time of the fixing of his permanent headquarters in Montgomery, Mr. Cardinal has given much of his time and talents to civic work. He has served as a member of the board of directors of the local chamber of commerce, and as president of this organization during 1923. He is now serving his third year as a member of the city board of education and his second year as president of that important body. He is a member of the Montgomery Rotary Club and of the order of Elks, being chairman of the Board of Trustees of the local lodge of the latter organization. In his church relationship, he is a Baptist.

Mr. Cardinal admits that his interest in educational problems has been accentuated by the fact that as a boy and young man he did not have the privileges of even a common school education. He has always been a firm believer in the highest type of educational facilities for his city. It is his ambition to have a part in bringing about the improvement of the public school system of Montgomery.

At the present time, there is in process of evolution a wonderful scheme for developing the public school system of the city of Montgomery, including a program for physical expansion involving an outlay of more than a million dollars. Mr. Cardinal's business ability and his vision have been of great value in the execution of the program. His associates on the board of education, namely, Mrs. L. W. Tyson, Leopold Strauss, J. M. Garrett, and M. S. Whitfield have all rendered valuable services in this development. As an evidence of the wisdom of the board of education of which Mr. Cardinal is president, it may be pointed out that during the past year three sites for new schools, two elementary and one high school, were purchased aggregating 39 acres, the elementary school sites being seven acres each and that for the high school being 25 acres. Four new elementary schools have been constructed during the year, and many other improvements made. The projected plans call for a million-dollar high school.



LOUIS CHARLES CARDINAL,
President City Board of Education,
Montgomery, Ala.

CHARLES S. ALLEN

President, Board of Education, San Jose, California

California has been blessed with a wonderful climate that has attracted many eastern and mid-western people to its shores. Some ten years ago a Nebraskan who had occupied a vital part in the life of his home state came to California to retire. His retirement consisted in no longer practicing law but his community activities were transferred to his adopted community. Organized health work, community chest, law enforcement, moving picture progress—all received a part of his valuable direction and San Jose knowing of his school board membership in Lincoln and of fourteen years on the board of regents of the University of Nebraska put him on the school board and his fellow board members elevated him to the presidency.

Chas. S. Allen brings to the presidency of a school board a set of qualities that are found in few men. First, a real understanding of the fundamentals of administration. A knowledge gained thru a rich experience that progress is evolutionary and not revolutionary. A thorough belief that the details of a school system belong to the organized paid officials of the department and that they should be upheld as long as they are honestly striving to do their duty. Here is a man that stands back of a superintendent with advice, counsel, and direction and leaves the administration of the policy adopted to the superintendent.

The joy of sitting down with a board member and discussing educational problems when that



CHAS. S. ALLEN,
President Board of Education,
San Jose, Calif.

member has a real background of understanding is a privilege. The San Jose board is unusually fine; three attorneys, a physician, and a merchant, who directs seven branch stores spread over the state. San Jose has provided for advance in its educational system, not on the basis that other towns were doing, but after exhaustive study of the problems as applied to the local situation. A splendid all-around board headed by an unusual man, who in addition to his other qualities, has time.

A bond issue, health staff, Americanization program, research department—all discussed not on the basis of arguing a board into doing this work but on the basis that we were ready from a financial and organization basis. How many board members in this country read educational material from an administrative standpoint? A city is, indeed, fortunate that is blessed as San Jose is blessed. Mr. Allen, personally, is calm, judicial, and a master hand at obtaining results without excitement or noise. As a presiding officer things move quickly and without friction.

Finally, any superintendent would gain much from purely a social contact with Mr. Allen. A life that accomplished things has now eliminated the personal gain and is serving the public. A wide reader, a deep student of international relations, an extremely clever dry wit, a keen judge of people, a wonderful judge of values, and with time to give of this material to the man he is directing makes a perfect board president.

RICHARD J. STEPHENS

President, Board of Education, Spokane, Washington

The president of the Spokane board, Richard J. Stephens, is typically western in his personal traits. Pleasant, jovial, friendly, frank, outspoken, socially inclined, he is universally known by the nickname, "Dick." Yet beneath this breezy exterior is a keen, discriminating mind which drives straight to the heart of any topic under discussion. He is energetic, positive, fair-minded and business-like—just the type of man who makes an excellent board member.

He was born of Welsh parentage in the little coal-mining town of Wheatland, Pennsylvania, in 1871. His father was a steel worker, a "puddler." The family removed shortly afterward to Cleveland and still later to the vicinity of Chicago. In finishing the elementary work of the Cook County schools Dick also finished his formal education. Thenceforward his was the education of experience in the university of "Hard Knocks."

At the age of fifteen he came to Washington with his parents. His father was one of a committee of three that had in charge the settling of a colony of miners and steel workers in this state. The place selected for settlement was in the "Big Bend" of the Columbia River in the central part of Washington. The Stephens family located about five miles from the little town of Almira, about a hundred miles west of Spokane, on a wheat and stock ranch.

In 1893, because of the "hard times," with wheat selling at 16 cents per bushel, he gave up ranching and began working in a wheat warehouse in Almira. It was there that his special interest in and knowledge of wheat began—an interest and knowledge which resulted in his life work as a grain dealer.

After four years of work in the wheat warehouse, Mr. Stephens started into business as the proprietor of a small store and a warehouse. His capital consisted of \$90 of his own and a thousand dollars which he borrowed. From the first, success attended his efforts. After twelve prosperous years in Almira, he transferred his business to Spokane in 1909.

His long apprenticeship in the grain business before coming to Spokane with self-education which his alert and active mind harvested from his experiences made him even more successful in the larger field which his location in Spokane made accessible. He is vice-president of the Almira State Bank, treasurer of the Eggers

Pole and Supply Company of Spokane and president and manager of the R. J. Stephens Grain Company of Spokane.

Mr. Stephens was married in 1897 to Miss Edna Howard, whose parents lived on a neighboring ranch. To them two sons were born. The elder, Richard H., is now a senior in the State College at Pullman, Washington. The younger, Howard N., is a freshman in the North Central High School in Spokane.

Mr. Stephens is a genuine chum and "pal" with his boys. Indeed, one of his chief hobbies is friendship with all boys. He likes to go hunting and fishing and prefers the company of his own or other boys as associates on such trips. He has always been intensely interested in athletics. In his younger days he played baseball and basket ball. Later he accompanied Almira high school teams when they went out of town to play. Frequently he financed such trips himself in order to make them possible.

He was a member of the school board at Almira for about twelve years. His home was the headquarters for the Almira teachers and frequently space was given them as roomers in his hospitable home. He and his wife both delight to have company and to feed them well. Needless to add that such a home was a God-send to the teachers of a small town.

Twelve years after coming to Spokane Mr. Stephens became a candidate for school director and was elected. He is now finishing his third year as a board member and is a candidate for re-election with every likelihood that he will continue to serve the Spokane schools even more efficiently in the future.

He is a fine, upstanding type of self-made business man, aggressive, forceful, reliable, dependable and sincere. His judgment is sound both as to financial matters and as to people. He has a thorough-going belief in education. He regards an investment in young people as the best paying of all investments. He realizes that it is poor business to scrimp at the expense of proper educational and sanitary conditions in the schools.

He is now an advocate of a third high school in Spokane and an ample site for it has already been purchased. He believes that this new high school should emphasize industrial and vocational information and subjects. He feels that too many boys are attempting to prepare for "white collar" jobs and that many of them will eventually be disappointed. He thinks that many young people who most need further training are virtually excluded from a high school education because it is not of the kind that is properly adjusted to their needs and capacities.

He believes in economy, but he wants economy coupled with a high degree of efficiency. He believes in business-like methods, but he never forgets that the business of the school is to do the utmost possible for the growth and nurture of boys and girls. In a word, he combines in balanced proportion business judgment and a high regard for the potentialities of childhood, and is accordingly a very capable and efficient board member.

FRANK J. PETRU

President, Board of Education, Cicero, Illinois

Mr. Petru was elected a member of the board for a three-year term in 1916. He has been elected president each year since 1919. He has a family of three children, two attending the high school and one the elementary school. Mr. Petru has always been active and interested in public affairs, though he has always refused any elective office except the school board. He devotes a great deal of time and energy to charitable institutions.

He is treasurer of the Bohemian Old People's Home and Orphans' Asylum, interested in the Bohemian Charitable Association, president of the Cicero General Hospital; he is also director of the First National Bank and a member of the executive committee of the Cook County Real Estate Board. He is 100 per cent loyal to the school and does not hesitate to give it



FRANK J. PETRU,
President Board of Education,
Cicero, Ill.

any time and attention necessary to make it successful. He is engaged in the real estate and insurance business at Chicago. He has been a resident of Cicero for a number of years.

In a message to patrons, published in the annual report of the board, he said:

"With taxable values falling behind the increased enrollment, the board is unable to give our children as good advantages as neighboring communities who have far less actual wealth per capita but are sufficiently interested to have more value on the assessor's books. I consider it my duty to warn the patrons of our schools that they must see to it that this injustice to our children is corrected or the situation will compel a policy of retrenchment that will include a shorter term, and the elimination of activities that are vital to a modern school organization.

"I present to the citizens a future program consisting of two items as follows:

"A—The procuring of a sufficient income to guarantee for every child as good educational advantages as is offered anywhere.

"B—The purchase at once of several school sites upon which buildings can be erected to relieve present needs and provide for growth in population."

GEORGE F. WASSON

President, Board of Education, Salt Lake City, Utah

George F. Wasson was elected president of the board of education of Salt Lake City on January 1, 1923, after having served as chairman of the teachers and school work committee



GEO. F. WASSON,
President Board of Education,
Salt Lake City, Utah.

for the preceding two years. He is now serving his second four-year term as a member of the board—the first term extending from January 1, 1915, to January 1, 1919, the second term beginning January 1, 1921.

Mr. Wasson is 48 years old, of English-Scotch-Irish decent, public spirited, and a good representative of modern progressive American citizenship. He brings to his services on the board a background of valuable experience in business and professional life, having been a successful member of the stock exchange of Salt Lake City and other cities, preceding his entrance into the field of law.

Mr. Wasson admits that he always had his "eye on the law" and studied it from youth up, both in and out of college. He was admitted to the bar in 1910 and is now one of the best known and most successful of the legal fraternity of the city. By persistent and purposeful effort he has worked his way through boyhood's handicaps, that were many, into manhood's realization of earlier dreams. Being still a young man with the best of ideals and fraternal connections much of useful service may be confidently expected of him both on the board of education and in other forms of civic expression.

Although not born in the United States, his ancestry is American, connecting back with the early settlement of New England in 1623. He was born on the Bermuda Islands but spent his boyhood days in New York, where he received the principal part of his general education.

Mr. Wasson's family, consisting of his wife, two sons and a daughter, are social and intellectual leaders in the community.

STATE SOVEREIGNTY AND INDIVIDUAL RIGHTS

The question as to the limits of state regulation and control of schools and teaching recently became the subject of discussion by the Cincinnati Schoolmasters' Club through a committee report submitted by Harry L. Senger. It was prompted by the passage of the Oregon school law.

This law provides that after September 1, 1926, all children under the age of 16 must attend the public schools. It recites that any parent who fails to send to the public school a child between the ages of 8 and 16 years shall be guilty of a misdemeanor and that each day's failure to send the child shall be a separate offense.

Exempted from the requirements of the law are children who are abnormal, subnormal or physically unable to attend school, children who have completed the 8th grade, children living too far from a schoolhouse and children receiving private instruction from the parent or a private teacher with the approval of the county superintendent. The punishment provided is a fine of not less than \$5 nor more than \$100 or imprisonment for not less than 2 nor more than 30 days or both.

In determining the rights of the individual as involved in the matter of education, an analysis by Walter E. Ranger, state superintendent of Rhode Island is introduced. In answer to the question as to how far the state may prescribe the content of public education, Mr. Ranger says that constitutional restrictions, federal and state, forbid the introduction of dogmatic religion.

In answer to the question: "How far may the state enforce attendance upon public instruction exclusively and thus forbid private instruction or attendance upon private schools?" he says that the laws of Rhode Island have for nearly 300 years recognized private initiative in education. "The Rhode Island compulsory attendance law, patterned on this principle, has been in effect for fifty years. It requires attendance on public instruction, but accepts in lieu thereof attendance on private instruction if the private instruction is substantially equivalent. No one has thought to raise a constitutional question on this law; a statute restricting parental choice of schools unquestionably would have led to constitutional testing."

He expresses doubt as to the right of Rhode Island to reject the principle recognized in definite laws operative for the past fifty years, and enumerates his reasons as follows:

(Concluded on Page 152)

The Personal Liability of School Board Members with Reference to Hazards to Pupils

Hugh Allen Hunter.

(Continued from February.)

Accidents Due to Defective Premises

Likewise in the case of accidents due to defective premises, there seems to be general accord among the cases. In *Jaked vs. City of Albany*,¹ it was held that the board might be sued for defective premises, likewise in *McCarton vs. City of New York*² the board was held liable for maintaining a flag pole in defective condition, New York having a statute providing that action for tort might be maintained against school directors on two grounds. (1) negligence, (2) maintaining a nuisance. However, in *Lane vs. Woodbury*³ it was held that the district was not liable for an injury resulting from a defective schoolhouse. In two cases where the town was acting as a school board,⁴ negligently left dangerous excavations on the school ground, resulting in accidents to children, yet neither was held liable. In *Wixon vs. City of Newport*,⁵ it was held that the board was not liable for an accident due to a defective heating pipe bursting. In *Wood vs. Mitchel*,⁶ a child was injured playing on an unlocked and unguarded well boring machine. In *Erie vs. Feuss*,⁷ a child was hurt by a falling column as repairs were being made, yet in neither case was the district liable. In *Bank vs. Brainerd*,⁸ a child was hurt on two small stumps negligently left on the school ground, making amputation of a leg necessary, yet the board was not liable. In the same case it was decided that the school board was not liable to individuals for injuries resulting from the negligence to make repairs. In *Kinnare vs. Chicago*⁹ it was held that in the absence of an express statute imposing liability for negligence in making repairs, no liability exists. So a teacher¹⁰ injured by a defective floor, or a child falling into an uncovered well¹¹ entailed no liability upon the board. A municipal corporation¹² in the absence of an express statute to the contrary is liable for negligent injury to persons, but a quasi-corporation being liable only when made so by statute, such corporate bodies as school districts, school boards, and other quasi-corporations are not impliedly liable for the wrongful acts or negligence of its officers or agents in maintaining and repairing school buildings.¹³

Thus it is clear that school boards have never been held personally liable, nor have they been held liable in name of the district except in case of express statute allowing same. However, when one member of the board is entrusted with the duty of keeping the schoolhouse and premises in repair he is individually liable for injury caused by his neglect of duty.¹⁴

Injuries on School Playground Apparatus

Here again there seems to be general agreement among the cases. In *Kelley vs. City of New York*,¹⁵ the board had allowed the community to use the gymnasium as a community center. At such times the building was in charge of the principal. His attention had been drawn to a defective spring board, which was

not repaired, and it was held that the district principal knew of the condition of the board. was liable for injury to a boy hurt after the New York has a statute that boards may be sued for torts.

The State of Washington,¹⁶ however, has a law exonerating a district from all liability from accidents occurring on manual training or athletic apparatus. In *Howard vs. Tacoma*,¹⁷ it was held accordingly that in placing exercise ladders the board acted in a governmental capacity, hence not liable in common law for negligence. In *Sullivan vs. City of Boston*,¹⁸ it was held that even if the city allowed playgrounds to become defective, no liability attached. In England, however, the situation seems different as there quite generally school boards are liable for torts.¹⁹

Thus it is clear that, in each of the five phases of the problem investigated, the Courts very generally do not hold school districts liable for damages for personal injury to pupils, even when these injuries may be directly traceable to negligence on the part of the board, its agents, or employees. Districts are not liable for any torts whatever unless such liability is imposed by statute, either in express terms or in some jurisdictions by implication as where district is given authority to levy taxes to meet such claims.²⁰ Even the school board itself cannot render the district liable in tort,²¹ for when it commits a wrong it does not in that respect represent the district.²² Various reasons are assigned why school districts should not be liable in torts. Some put it on the ground that the relation of master and servant does not exist.²³ Others take the ground that the law provides no funds to meet such claims.²⁴ Still others hold that school districts in performing their duties exercise merely a public function for the public good for which they receive no corporate or private benefit.²⁵ Many authorities do not base their holdings on a single ground, but rely upon two or more at the same time.²⁶ It is clear that school districts have no funds out of which to pay damages, nor have they the power to raise money by tax or otherwise to apply to such purpose. Their liability in this respect is the same as that of townships and counties.¹ The rule is the same in the case of a municipality in charge of local schools.² No recognition is made between the two when the duties are identical. Nor are school districts held to be included unless the statute making counties and other public corporations liable for injuries due to acts of omission.³ As seen previously, in England a district may be held liable for torts and a few American authorities have so held under some circumstances, but they are few, indeed, and apparently opposed to the great weight of authority.⁴

Of course, the authorities generally recognize that this rule exempting from responsibility, as broadly stated, does not extend to positive mischief produced by active misconduct.⁵ School boards may render themselves personally liable by gross negligence in the line of duty to be performed⁶ by themselves. So knowing a school building to be unfit for use they permit it to be used for a school the board is liable for injury to a child, not because of its failure to repair, but because of its negligence in permitting the building to be used, knowing its defective condition.⁷ In regard to all other matters, their liability ceases when they employ proper persons to perform the work. Then they are merely agents of the commonwealth and cannot be held liable for the negligence of its employees.⁸

Accidents to Employees of School Boards

While not strictly on the subject, some consideration of accidents to teachers, janitors, servants, etc., may be treated since some light may thereby be thrown upon the main topic, namely, liability for accident to school children. Six cases were found that may be considered as leading cases.

In *Freel vs. School City of Crawfordsville*,⁹ a workman employed by the school board to make repairs on a schoolhouse was injured. The Court said: "School districts are involuntary corporations organized not for the purpose of profit or gain, but solely for the public benefit, and have only such limited powers as were deemed necessary for that purpose. Such corporations are but the agents of the state system of public education. It is the duty of school trustees to take charge of educational affairs of their respective localities and among other things keep and repair public school buildings. In performing the duties required of them, they exercise merely a public function and agency for the public good, for which they receive no private or corporate benefit. School corporations, therefore, are governed by the same law, in respect to their liability to individuals for the neglect of their officers or agents as are counties and townships. It is well established that where subdivisions of the state are organized solely for a public purpose by a general law, no action lies against them for an injury received by a person on account of the negligence of the officers of such subdivision, unless a right of action is expressly given by statute. Such subdivisions, then, as counties, townships, and school corporations, are instrumentalities of government, and exercise authority given by the state and are no more liable for the acts or omissions of their officers than the state."

In *Kinnare vs. City of Chicago*,¹⁰ a negligent workman's failure to erect a guard rail caused his death. The court held that the board of education was a quasi-corporation and not liable when erecting a building as master, for negligent acts of workmen employed upon the building, such a workman being a servant of the state. In *Kiltz vs. Supervisors*,¹¹ a man working at the county farm was killed by falling with a platform from the top of an eighty foot high water tower which was too frail to support the weight put upon it. Held that the board could not be held liable in any event because in making required provisions for the poor, it was perfecting a governmental function. In still another case, *Whitehead vs. Board of Education of Detroit*,¹² a painter employed by agent of de-

¹*Daniels vs. B. E.*, 191 Mich. 339, 158 N. W. 23, L. R. A. 1916, F. 468.

²*Donovan vs. McAlpin*, 85 N. Y. 185, 39 Am. Rep. 649.

³*Rock Island Lumber Co. vs. Elliot*, 51 P. 894, 50 Kan. 42.

⁴*Donovan vs. McAlpin*, 85 N. Y. 185, 39 Am. Rep. 649.

⁵*Freel vs. School City of Crawfordsville*, 42 Ind. 27.

⁶*Kinnare vs. City of Chicago*, 171 Ill. 332, 42 N. E. 536.

⁷*Kiltz vs. Supervisors*, 162 Mich. 646.

⁸*Whitehead vs. Board of Education of Detroit*, 130 Mich. 490.

(Continued on Page 132)

¹*Jaked vs. City of Albany*, 189 N. Y. S. 647, Rev. Jud., 185 N. Y. S. 88.

²*McCarton vs. City of New York*, 133 N. Y. S. 939, 140 App. Div. 516.

³*Lane vs. Woodbury*, 58 Ia. 462, 122 N. W. 478.

⁴*Biglow vs. Randolph*, 80 Mass. (14 Gray) 541.

⁵*Sullivan vs. City of Boston*, 126 Mass. 540.

⁶*Wixon vs. City of Newport*, 13 R. I. 454.

⁷*Wood vs. S. D. of Mitchel*, 44 Iowa 27.

⁸*Erie vs. Feuss*, 98 Pa. St. 606.

⁹*Bank vs. Brainerd*, 49 Minn. 106.

¹⁰*Kinnare vs. Chicago*, 171 Ill. 332, 42 N. E. 536.

¹¹*Basset vs. Fish*, 75 N. Y. 303.

¹²*French vs. Toledo, etc.*, 36 Ohio St. 37.

¹³*Dillon on Mun. Corps.*, 5th Ed., P. 38, 1658.

¹⁴*Hill vs. Boston*, 122 Mass. 344.

¹⁵*Basset vs. Fish*, 75 N. Y. 303.

¹⁶*Kelly vs. City of New York*, B. E., 180 N. Y. S. 796-798.

¹⁷*State of Washington Laws*, 1917.

¹⁸*Howard vs. Tacoma*, S. D. No. 10, 88 Wash. 167, 152 Pac. 1004 An. Cases, 1917 D and Note.

¹⁹*Sullivan vs. City of Boston*, 126 Mass. (14 Gray) 541.

²⁰*Smith vs. Martin* (1911) K. B. (Eng.) 775.

²¹*Freel vs. City of Crawfordsville*, 42 Ind. 27, 41 N. E. 312, 37 L. R. H. 301.

²²*Daniels vs. B. E.*, 191 Mich. 339, 158 N. W. 23, L. R. A. 1916, F. 468.

²³*West vs. S. D. No. 24*, 68 Ore. 474, 137 Pac. 749, 40 L. R. A. (U. S.) 1026.

²⁴*Notes 25 L. R. A. (U. S.) 80*; 37 L. R. A. 301.

²⁵*Finch vs. B. E.* 30 Ohio St. 37, 27 Am. Rep. 414, also (19) and (20).

²⁶*Hill vs. City of Boston*, 122 Mass. 344, 23 Am. Rep. 332, also (19) and (20) above.

²⁷*Freel vs. City of Crawfordsville*, 42 Ind. 27, 41 N. E. 312, 37 L. R. H. 301.

²⁸*French vs. Toledo*, 36 Ohio St. 37.

²⁹*Wixon vs. Newport*, 13 R. I. 453, 43 Am. Rep. 35.

³⁰*Howard vs. Tacoma*, S. D. No. 10, 88 Wash. 167, 152 Pac. 1004 An. Cases 1917 D and Note.

³¹25 L. R. A. (N. S.) 90.

Reducing Small Town School Ventilating Costs

Walter Keiser, Ventilating Engineer, St. Louis, Mo.

The modern board of education is ambitious to rear good school buildings and to equip them with modern appliances and apparatus. The high cost of labor and material have, however, discouraged many pretentious plans and have for reasons of economy compelled more modest expressions in schoolhouse construction.

The question of ventilation has nevertheless remained as one of leading importance. Pure air is indispensable where young lives are being cared for. The duty of the school authorities in protecting the physical welfare of the child is clear cut and fixed. The school building that does not furnish an abundance of fresh air for every child does not fulfill its function. The school board that denies to its constituency properly ventilated school buildings does not comply with its obligation in the rearing of a physically fit citizenship.

Thus, school housekeeping includes as a matter of course a proper regard for air conditioning equipment not only for projected new buildings but for old buildings as well. The progressive school boards throughout the country, realizing this fact, endeavor to provide ventilation to the limit of their purse strings. With the present levels of building costs and high prices of fuel it is daily becoming more difficult to meet this need, and many school officials are casting about for means to reduce its expenditures here involved.

Ozone ventilation offers the way to reduce both the first and operating cost of heating and ventilating plants. Through its use the Saint Louis board of education has saved over \$50,000 in fuel in one year.

Instead of wasting the heat in the air removed from the rooms, with the ozone system it is returned to the air conditioning apparatus in the basement, purified by the electrozone apparatus, washed and reheated and again sent up into the rooms fresh, sweet and invigorating. Recirculation without odors, without increase in bacteria or harm to the occupants is possible only through ozone introduced into the ventilation. Careful records kept by the engineering and hygiene departments of the St. Louis board of education based on observation covering a period of four or five years sustain these statements. The principle it works on is nature's own—as seen in the electrical storm where lightning turns part of the oxygen in the air into ozone which attacks the impurities in the air and literally burns them up. The same effect is obtained with the electric ozone air conditioning machine. The high tension discharge electrifies the oxygen in the air changing a part of it into ozone. In this state ozone is very active, and its oxidizing powers are greatly multiplied, readily oxidizing odors so frequently found in schoolhouses.

Utilizing Ozonized Air

By taking advantage of this phenomena it is possible, through the use of what I have named the electrozone air conditioner and the usual heating and ventilating apparatus, to recirculate large amounts of air and consequently save considerable quantities of fuel. At the Woodward school, St. Louis, the local authorities say their tests show that they are recirculating ninety per cent of the air.

In the Bryan Mullanphy school, St. Louis,¹ tests were conducted under the direction of Prof. L. A. Scipio at that time head of the research bureau of the American Society of Heating and Ventilating and under the auspices of the Saint Louis Chapter of that body. These

tests were made on the basis of the Hill synthetic air chart, a method which was originated by Dr. E. Vernon Hill, of Chicago, and accepted as the standard method by the American Society of Heating and Ventilating Engineers. The records of these tests showed clearly that the ozonized recirculated air carries no odors and that the bacterial content does not increase; in fact, it is much lower than where all outside washed air is used.

The effect on the health of the pupils was studied at the same time from attendance figures taken from the St. Louis school board's records of the Shaw school. This school is as well located as the Wyman school, in the same part of the city. For every one hundred cases of illness in the Wyman school, equipped with electrozone apparatus, there were 392 cases in the Shaw school, not equipped with ozone or recirculating apparatus.

In order to bring out more clearly what recirculation and ozonization means in the way of saving of fuel, we submit below some figures taken from five tests reported in the Journal of the American Society of Heating and Ventilating Engineers, showing the fuel saving possible through recirculation of air according to the percentage recirculated.

TABLE I. Economy of Air Recirculation

Test	Percent- age of air recir- culated	Lb. coal for bldg. for ven- radiation tilation	Lb. coal for ven- radiation tilation	Lb. coal saved	Per- centage coal saved
Test A.....	None	1	3	0	0
Test B.....	40%	1	1.8	1.2	30.0
Test C.....	50%	1	1.5	1.5	37.5
Test D.....	60%	1	1.2	1.8	45.0
Test E.....	70%	1	0.9	2.1	52.5

This test was made in a school building having a split system, and it was found that, for every pound of coal used for heating, three pounds were used for ventilation. The reason for this disproportionate use of coal is that every cubic foot of air entering the ventilating system had to be raised from the temperature out-of-doors to that of the room, and then all of this warm air was spent and wasted.

Some Examples in Economy

Typical instances of the fuel savings effected by changing over ventilating systems in old buildings from the straight plenum to the recirculating type with ozone apparatus are shown in the examples below which show the coal used per year with the old style ventilation and after the installation of the ozone system. The saving effected is, of course, in proportion to the air recirculated.

TABLE II. Ventilation Costs in Certain St. Louis School Buildings

SCHOOL	Old systems average tons per year	Electrozone average tons per year	Tons saved
Central High	279½	181	98½
Carr	233½	176	57½
Cote Brillante	270½	217	53½
Fanning	293½	207	68½
Field	220½	166	54½
Henry	281	200	81
Marshall	250	217	33
Mullanphy	322	290	32
O'Fallon	272	132	140
Wyman	248½	193	55½
Total	5173	4491	682

The total cost of electrozone equipment for the buildings listed in the table was \$5,375. The value of coal saved annually at \$4 per ton (the actual cost was in excess of this figure) for

TABLE III. Comparison of costs of Certain St. Louis Buildings

SCHOOL	Size of building in cubic feet	Ozone and Recirculation	Coal used in Tons per year
Cupples ¹	1,000,000	None	322
Dewey ¹	1,000,000	None	333
Stix	1,000,000	Ozone and Recirculation	189
Roe	750,000	Ozone and Recirculation	120
Buder	850,000	Ozone and Recirculation	168
Mt. Pleasant (12 rooms)	650,000	No recirculation zone system	182
		No recirculation ozone system	115
O'Fallon		No recirculation ozone system	377
		No recirculation ozone system	132

682 tons was \$2,728, or nearly half the cost of electrozone equipment.

This group of schools includes only old buildings; that is, the heating plants were installed without arrangement for recirculation and were revamped and altered so that the air could be recirculated. In some of these buildings, it is possible to recirculate practically the entire air content of the classrooms while in others the recirculation is limited to a considerable degree. This was due to limitations encountered in providing return air ducts in the old buildings. The amount of recirculation which has been practiced is reflected in the "coal saved" column.

The following is comparative data on St. Louis school buildings of equal size and show the coal consumption before the recirculation and the electric ozone system was used and the saving its use effected.

Providing Cost Data

In table 4 are the cost data from nine school buildings erected in smaller cities in the past two years. The reader will agree that the figures given are a pretty true index of the current market prices. From this information the heating costs can easily be reduced to a unit figure representing the cost per classroom or the cost per pupil. The cost per cubic foot of contents is already given. In making a thorough comparison, these figures should be checked each way.

The foregoing will serve as sort of preamble. It explains what this form of ozone ventilation is and how valuable savings are effected. We shall now consider the plan of a new high school recently erected at Marshall, Missouri, in which full advantage was taken of the economies offered through the use of ozone ventilation. This building was designed by the architectural firm of Owen, Payson and Carswell of Kansas City. Plans 1, 2 and 3 are plans of the heating and ventilating plans of the Marshall school. The new high school at Fort Madison, Ia., by the same architects is designed along the same lines.

The heating system installed in this building is unique in several ways and very economical to install. The building cubes at close to one million cubic feet and the mechanical equipment cost approximately \$40,000. This included plumbing, vacuum cleaning system, heating and ventilating apparatus, including temperature control and electrozone air conditioning equipment. The contract was let in the fall of 1922, so that any one experienced in the cost of school construction will readily appreciate that the contract represents an extremely low figure for the work. This was not a low bid as all bidders were right in line.

Referring to the plans of the Marshall building, Plan I is the basement, showing the arrangement of the boiler and fuel room, the air supply tunnels and the heating coils. The tunnels are of concrete construction, perfectly smooth and plain and can easily be kept clean. They are six feet high and ten feet wide, electrically lighted, piped for vacuum cleaning, and

¹These figures are given so that the reader may gain some idea of the coal consumption of this size building when all outside air is used.

For data on these tests see School Board Journal, September, 1921, pp. 43-45.

TABLE IV. COSTS ELECTROZONE HEATING AND VENTILATING JOBS TAKEN FROM ACTUAL CASES

Building	Architect	Cubic Contents	Cost of Bldg.	Cost of H. & V.	Cost H. & V. per Cu. Ft.	Pupils	Class Rooms	Temp. Cont.	Air Washer	Remarks
HIGH SCHOOL—Chillicothe, Mo.	Warren Roberts	1,150,000	\$300,000	\$32,000	.027	1200	30	Yes	No	Tunnel System
HIGH SCHOOL—Ft. Madison, Ia.	Owen, Payson & Carswell	1,190,000	375,000	36,000	.03	900	35	Yes	Yes	Tunnel System
HIGH SCHOOL—Marshall, Mo.	Owen, Payson & Carswell	1,200,000	315,000	33,000	.027	700	28	Yes	No	Tunnel System
GRADE SCHOOL—Marysville, Kans.	J. H. Felt & Co.	197,220	56,000	6,300	.032	300	11	No	No	Tunnel System
HIGH SCHOOL—White City, Kans.	J. H. Felt & Co.	323,400	75,000	7,000	.022	400	16	No	No	Split System Using Tunnel
HIGH SCHOOL—Frankfort, Kans.	J. H. Felt & Co.	460,752	90,000	12,000	.026	250	14	No	No	Tunnel System
HIGH SCHOOL—Warrensburg, Mo.	J. H. Felt & Co.	789,900	200,000	23,000	.029	850	35	Yes	No	Tunnel System
HIGH SCHOOL—Winchester, Kans.	J. H. Felt & Co.	405,770	95,000	9,780	.024	400	16	No	No	Split System Using Tunnel
HIGH SCHOOL—Nauvoo, Illinois	Owen, Payson & Carswell	234,540	57,000	9,335	.0398	184	23	No	No	Tunnel System

provided with floor drains so that they can either be washed down, vacuum swept or both. They are located below the basement floor and are used to deliver the tempered, purified air to the reheating coils at the base of the supply ducts to the rooms. The arrangement of the reheating coils and supply duct risers to the rooms is also shown on this drawing.

Plan II shows the ground floor plan of the building with the fan room located in the center. The arrangement of air washers and purifying apparatus can also be seen. These fans blow down into the tunnel system below (shown on Drawing I). The return air is brought back through the furred space between the fan and corridor wall.

Drawing III is a section of the building running from the corridor wall to the rear. This clearly shows the schematic arrangement of the entire system in a way that it can be easily understood. The system as installed in the Marshall high school comprises a fan, an air washer, and heating coils—one set at the fan and one at the base of the heat riser to the rooms, a tunnel, a return air duct and an attic return air space. The return air duct extends slightly above the roof and a louvered opening is provided for the admission of outside air.

Manner of Operation

In operation the system works as follows: Air is drawn down the return air duct or shaft; a regulated quantity is taken from the outside, and the balance is drawn from the rooms through the exhaust air duct and through the attic space. This air is passed first through the electrozone purifying apparatus which sets in

place in front of the first heating coil, or ventor heater, and then through the first coil known as the tempering heater. Here it receives its initial heating before passing through the air washer which is the next step. Here the air is washed, cleansed, and humidified.

The fan then picks up the air and forces it into the clean spacious tunnels described above. The air passes through the tunnels until it reaches the reheaters, a second series of heating coils located at the base of each of the heat riser stacks.

The tunnels form tempered air plenum chambers and by means of dampers controlled by the thermostats in each room, a portion of the tempered air is passed through the reheater coils and some is permitted to by-pass the reheater, thus insuring a supply of fresh air to the classrooms at the proper temperature. The air is then drawn from the classrooms (by the same fan) and travels up the vent flue to the attic space and again completes the cycle. The outside air intake is always open to admit air needed to make up for the leakage of air from the building.

While this system is a straight blast system, it combines any advantage that may be claimed for the split system and has none of the disadvantages of the latter. It can also be used as a split system if desired.

Often in small towns someone will raise the objection that, when fans alone are depended upon, there is no heat in case of a break down. Under this plan one only needs to open the outside air damper and turn the heat on and the natural gravity circulation will keep the build-

ing at 50 degrees in zero weather without fans. At any time two fans can be made to carry this system simply by switching dampers.

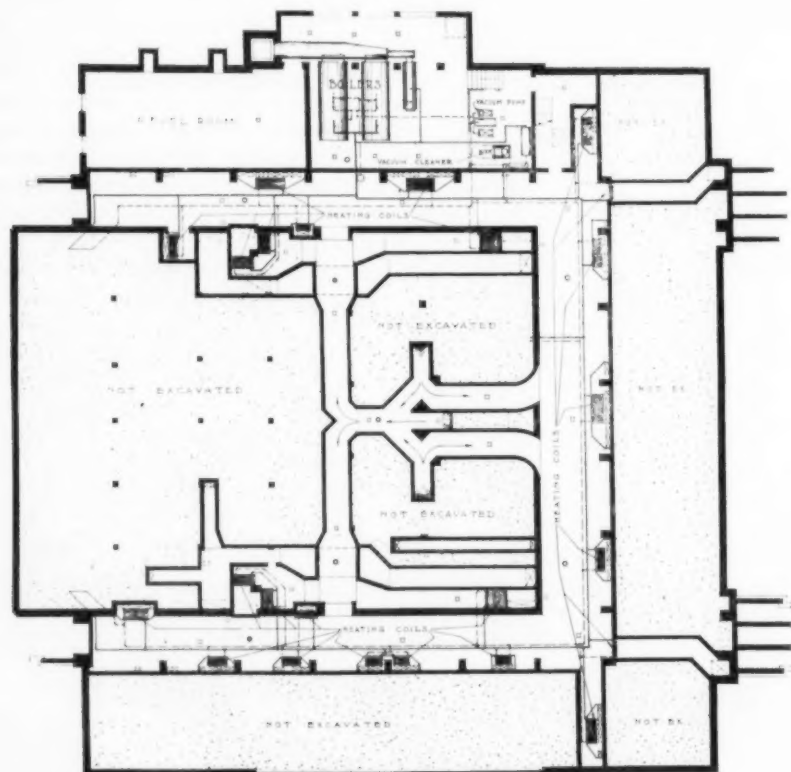
The fans in the Marshall high school are two fans of 27,300 cubic feet per minute capacity and one fan of 30,000 cubic feet per minute capacity and are so arranged that any two can be made to carry the load if one should ever break down. This arrangement is ample precaution in case of a break down.

The system was equipped with A. C. B. fans and air washers. Two boilers, each of 140 horse power capacity, are installed. One 140 horse power boiler will heat the building in ordinary weather. In severe weather, it is necessary to use two boilers. If the ordinary system of ventilation were installed, using all outside air and wasting it six times in the usual six changes per hour, it would have been necessary to install boilers of a much larger capacity.

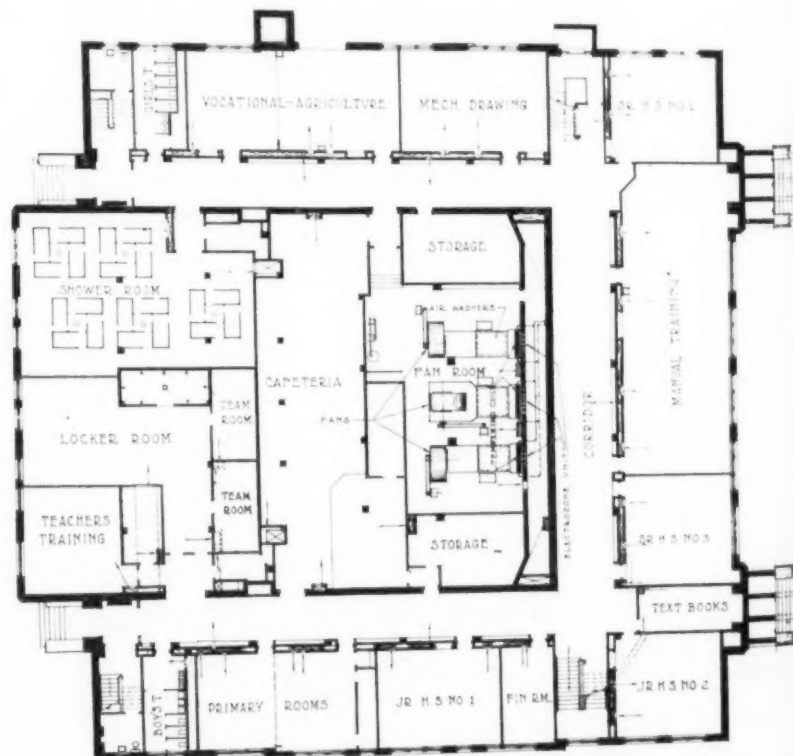
In this heating system a total of 4795 square feet of vento heater are used with the electrozone system. If the cold scheme were used, it would have been necessary to install 6191 square feet of vento heater.

The cost of the heating, ventilation and plumbing for the Marshall high school was \$50,000 (the low bid), and this included temperature regulation. The heating was approximately \$33,000 or about 3.3 cents per cubic foot. These figures speak for themselves.

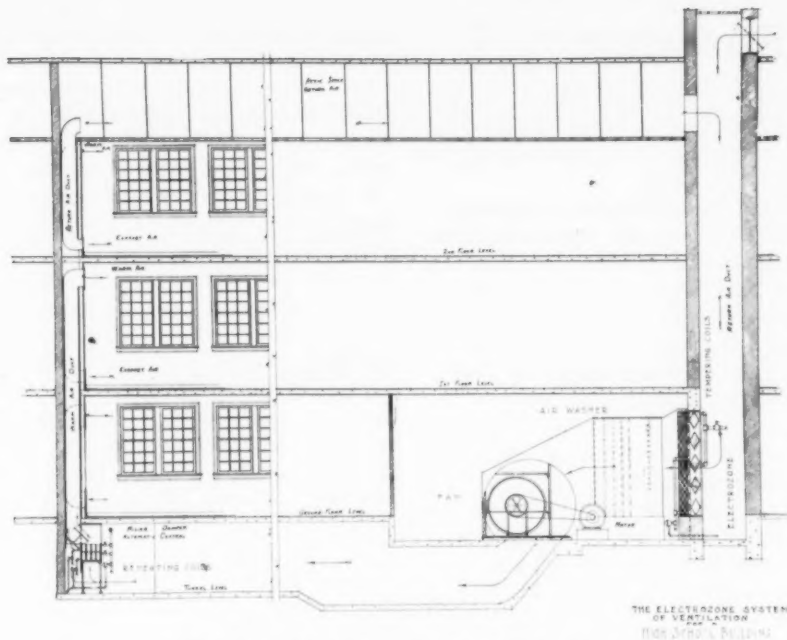
We have here, as can be seen, a heating and ventilating plant at a very economical figure, and all of it has been made possible by recirculation and ozonization. The saving in the first cost is of course important to any school board.



BASEMENT PLAN
PLAN I, HIGH SCHOOL, MARSHALL, MO.



GROUND FLOOR PLAN
PLAN II, HIGH SCHOOL, MARSHALL, MO.



PLAN III, HIGH SCHOOL, MARSHALL, MO.

architect or owner. Equally, if not more important, is the saving to the owner in the operating cost. In this case the operating cost is half of what it would be if the system were to be operated along the old lines, that is without non-recirculating the air.

It would seem from the foregoing that we have made a good case for electrozone ventilation. In order to make the problem more clear, if possible, let us take for example a theoretical school of 25 classrooms of forty pupils each, having no auditorium or gymnasium. We shall not consider the B. T. U. losses for heating the building, as these are shown to be a constant factor. We shall consider ventilation alone on the basis of the standard practice of supplying thirty cubic feet of air per minute per pupil.

With forty pupils per room the air supply per room will be 1200 cubic feet per minute. By multiplying 1200 by 25 we shall see that 30,000 cubic feet of air per minute is the air supply required to ventilate this school. Assuming that this building is to be located in a middle west city where the practice is to figure a minimum temperature of ten degrees below zero we shall be required to provide a temperature difference of 80 degrees in order to maintain a classroom temperature of 70 degrees.

Inasmuch as we are assuming that the wall, window, and other losses are taken care of separately from the ventilating system, we have now only to consider the heat required to warm our air for ventilation.

Meeting Temperatures Differentials

There is always some loss in temperature of the air from the time it leaves the fan until it is delivered to the classroom. This usually amounts to, or is considered as, ten degrees. In order to make up for this loss, we shall find it necessary to heat our air another ten degrees. In other words, the temperature of the air leaving the fan should be 80 degrees. Figuring an outside temperature of ten degrees below zero, we then have 90 degrees temperature difference.

Where we take all of our air from the outside, it is obviously necessary that this 30,000 feet of air be heated through 90 degrees. To do this requires a lot of heat. To use round figures we shall assume that one B. T. U. will raise the temperature of 50 cubic feet of air one degree. To raise the temperature of 30,000 cubic feet of air per minute one degree will, therefore, require 600 B. T. U. and to raise this air 90 degrees, (the temperature of the air leaving the fan outlet) will require 90 times 600, or 54,000 B. T. U. Inasmuch as we are supplying this much air every minute it will require 60 times 54,000 B. T. U. or 3,240,000 B. T. U. per hour

to heat the air required for ventilation in this theoretical school building.

Reducing this to heater surface, we find that the manufacturers of vento heaters recommend 1200 feet per minute as a good velocity through the heater. Dividing 30,000 by 1200 we find that we require 25 square feet of free area in the heater. The manufacturers' data show that with 23 sections of 60" vento, on 5 $\frac{3}{8}$ " centers, we have 24.85 square feet of free area. To raise the air to the desired temperature would require a heater five stacks deep having a total heating surface of 1840 square feet area.

Now, if we are going to operate this plant with the aid of ozone apparatus and recirculate 75 per cent of the air, we shall find that the heat units required are much less and that the heater surface will be much less. The air being recirculated will be returned to the ventilating apparatus at a temperature of about 64 degrees, so we will only have to consider 7500 cubic feet per minute as passing through the extreme temperature difference. On the same basis then, it will require 150 B. T. U. to raise 7500 cubic feet per minute one degree and 13,500 B. T. U. to raise it 90 degrees. Supplying 7500 cubic feet of cold outside air per minute will then require 810,000 B. T. U.

The heater surface on the basis figured before, will have to be 516.75 square feet of vento, consisting of seven stacks of seven sections each of 40" vento heater on 5 $\frac{3}{8}$ " centers.

Seventy-five per cent of the air will be recirculated and will of course not have to be heated through the 90 degree temperature difference. This recirculated air will be returned to the heaters or heating coils at close to 64 degrees Fahrenheit, and will have to be heated to 90 degrees Fahrenheit, or through a temperature difference of 26 degrees. A total of 22,500 cubic feet of air per minute will then have to be raised 26 degrees which will require 450 B. T. U. to raise it one degree, or 11,700 B. T. U. to raise it 26 degrees, or 702,000 B. T. U. per minute.

With a velocity of 1200 cubic feet per minute through the vento heater, we shall require a free area in the heater of 18.75 square feet. We find that 21 sections of 50" regular vento will have a free area of 18.95 square feet, and to raise the temperature 26 degrees, two stacks deep will be ample. This stack will have a heating surface of 556 square feet (one stack on this basis with air entering at 70 degrees gives a final temperature of 87 degrees; two stacks, 103 degrees. Heating surface per stack, 283.5 sq. ft.)

We find then that the ozone job will require 555 square feet, plus 516.75 square feet of vento, or 1082 square feet of vento, as against 1840 square

feet of vento needed for a plant using only outside air.

While two stacks of vento are used in the above case, the velocity through this heater could be reduced to 800 cubic feet per minute, thus giving the air a final temperature of 90 degrees with only one stack of heater. In this event approximately 26 square feet of free area through the heater will be required, which will call for 24 sections of 66" regular vento, on 5 $\frac{3}{8}$ " centers, having 384 square feet of heater surface. This reduces the total surface required in the heater for the plant with ozone and recirculation as follows: 516.75 cubic feet for the make up air and 384 feet for the recirculated air, or a total of 900.75 square feet, a saving of 939.75 square feet of heater surface.

From the foregoing a very good idea can be gained of the fuel savings and reduction of initial cost the ozone system can effect. And this same economy can be applied to old buildings in many cases with but slight expenditures for remodeling.

INSURANCE ON SCHOOL BUILDINGS An Interesting Study of the Practice of Michigan Cities

During the summer of 1923 Supt. Benjamin Klager, of Manistee, Mich., sent a questionnaire to 200 school districts in the state of Michigan, in an effort to determine the general practice of boards of education in safeguarding the school property through insurance. Replies were received by Mr. Klager from sixteen cities of 15,000 population and upward, from 26 cities having a population of 5,000 to 15,000, from eighteen cities having 2,000 to 5,000 population, and from 31 villages having a population of less than 2,000—a total of 91 communities.

The returns indicate that school boards in the state generally place insurance on their property but that there is the widest latitude in the relation of the insurance to the value of its buildings. The two largest cities, Detroit and Grand Rapids, place no insurance on their buildings and carry no accident insurance for their employees. Both these cities apparently act on the principle that the hazards are so small and so widely distributed that any possible fire loss or any possible injury to an employee can readily be taken care of out of the general school funds.

In tabulating the replies, Mr. Klager found that of 52 cities which have frame buildings, 35 insure for 75 to 100 per cent of the actual value, eighteen insure at from 50 to 74 per cent of the value, and one insures for less than 25 per cent.

The insurance carried on semi-fireproof buildings was distributed as follows:

TABLE 2.—Insurance on Semi-fireproof Buildings
No. of cities insuring buildings according to the indicated % of their actual value.

Size of Cities	75-100	50-74	25-49	0-24
15,000 or above.....	8	1	2	1
5,000 to 15,000.....	13	8	0	0
2,000 to 5,000.....	7	5	2	0
Below 2,000.....	14	7	3	2

The fact that buildings are fireproof is not considered a reason for failing to insure them for a considerable percentage of their actual value. Mr. Klager finds the following to be the facts:

TABLE 3.—Insurance on Fireproof Buildings
No. of cities insuring buildings according to the indicated % of their actual value.

Size of Cities	75-100	50-74	25-49	0-24
15,000 or above.....	5	2	2	3
5,000 to 15,000.....	5	5	2	0
2,000 to 5,000.....	2	1	1	2
Below 2,000.....	3	3	1	2

Compensation insurance is carried by a majority of the school districts of Michigan. The following table depicts the situation:

TABLE 4.—Insurance on Employees
No. of cities insuring their employees under compensation laws of Michigan.

Size of Cities	Teachers	Janitors	Insurance
15,000 or above.....	10	14	2
5,000 to 15,000.....	21	22	4
2,000 to 5,000.....	12	12	6
Below 2,000.....	12	12	19

Economical Laboratory Furniture

A. C. Monahan, Formerly Specialist, U. S. Bureau of Education.

A survey of the public school in 28 counties in eight southern states in 1910 by the United States Bureau of Education showed that 26 per cent of them were equipped with home-made desks and seats for the children, while 74 per cent had "patented" desks, a name given in several states to "factory-made" school furniture. Many of these schools with patented desks, it was found, had been so equipped within the preceding years. Subsequent studies in the same counties show that home-made desks are disappearing rapidly and that throughout the United States they will soon be unknown, completely replaced with standard factory-made equipment.

The reason for the replacement is, of course, evident. The home-made was unsatisfactory in design and workmanship, and nearly always in the material. The right kind of lumber, properly dried, could not be obtained, glue and gluing methods that would hold were not used, and the finish, when used at all, required renewal in a year or two. School authorities everywhere now recognize that the factory-made furniture is beyond comparison in usability and in appearance, and in the long run is much more economical. By every sort of test it has proved its superiority and its economy.

While schoolmen and those responsible for equipping school buildings are thoroughly convinced of the above, and none but the poorest types of country buildings are now being equipped with home-made desks, the same statement can not be made in regard to laboratory furniture for physics, chemistry, biology, agriculture, household sciences, etc. Throughout the country one finds very many modern school buildings of splendid design, with excellent floor plans, lighting, heating, ventilating, and sanitary arrangements, with the most modern seats and desks for the children, and with well-made auditorium chairs, library shelves, and teachers' desks, but with home-made chemistry benches, physics tables, biology desks, and cooking, sewing, and drafting stands and tables. Some of these are "built-in" by the contractor erecting the building, and if seen after one or two years of use, are almost certain to be warped and uneven, with joints opened and doors refusing to close, and the finish gone. They give the laboratory an unsightly appearance, and directly and indirectly cause students to do poor and careless work in much greater measure than anyone but an experienced teacher can appreciate.

Other laboratory furniture is made in local planing mills or furniture factories. The product is better than the "built-in," but never as satisfactory as that made by the better school laboratory furniture makers. Their furniture is backed by years of experience in designing, building, finishing, and installing. Their designers know from practical and wide school experience the types exactly suited for the various uses in the various climates. The builders know just what kind of lumber to use for the different kinds of furniture, how to select it, how to dry it, how to put it together, the kind of glue to use to stand the peculiar conditions in the school or college laboratory, how to prevent warping, opening of joints, cracking from expansion, how through years of experimentation the wood tops may be made acid-proof, what to use in the plumbing and sinks to withstand the action of the various chemicals passing into the waste drains, what to use for metal finishes to resist the chemical fumes of the laboratory, how to make hoods and ventilation to remove poisonous and disagreeable gasses before students are subjected to danger. All these are essentials of

good laboratory furniture and they are provided only by the expert makers and their expert installation crews.

Laboratory furniture making is a highly specialized business. Years of experience are necessary for successful results. A furniture maker for other lines with a well equipped factory might make an exact copy of the product of high-class laboratory furniture specialist, he might employ an experienced man to see that it is properly installed, but he can not do so at the same cost. The quantity production of the factory devoted wholly to laboratory furniture makes it practically impossible.

There are several factors that contribute to the possibility of manufacturing a high-grade laboratory furniture at a low price not generally appreciated. In the first place, the amount of such furniture now in use is large. In practically every state, through legislation or otherwise, physics, chemistry and other sciences must be included in all accredited high school courses. College entrance requirements in all parts of the country require this, also. By no authorities is science instruction recognized unless a definite amount of laboratory work has been done by the pupils. In at least one-half of the states, the minimum laboratory equipment which a high school must have to be accredited, approved, or recognized, is fixed. Therefore, quite uniform furniture and equipment is used throughout the country. This makes it possible for manufacturers to standardize their product, devoting their time and efforts to building a limited variety of types and sizes, thus increasing their output at the same total expense, making a product of high grade which can be sold at a reasonable price.

A recent visit by the writer to a factory making laboratory furniture only, showed one small group of men with the most modern equipment turning out table tops; another small group turning out hundreds of standard drawers; another, hundreds of standard doors for chemistry benches, etc. Special machinery designed in the factory by its own skilled mechanical engineer did much of the work that would otherwise have had to be done by hand, and is done by hand in any other but these highly specialized plants. Great supplies of lumber, dried and under cover, made possible the selection without delay of just the right material for each piece in each bench or table or cabinet. The factory is laid out so that the material is routed from the out-door two years' supply to the drying kilns, then to the indoor supply, then to the saw where it is selected and cut with the greatest of care and economy and routed one way or the other according to the particular use for which it is suited, and finally coming together in the assembly room in the form of standardized parts—finished frames, legs, drawers, doors, tops, etc., where it is "driven up" and finished, ready for crating and shipping.

This product on a quantity basis means enormous economies of which the schools have the benefit. The violent competition among the manufacturers has prevented price-fixing. The schools profit. Standardized furniture, quantity production, and a lively competition are the factors that have brought this saving to the educational institutions who take advantage of the situation. Those who imagine that the home factory can compete successfully should make a thorough investigation.

Besides making good furniture at an economical price, other special services have been developed which can not be obtained from other sources. The laboratory furniture makers have found it advisable, in order that the greatest

value of their product be realized, to develop a designing service and an installation service. Only the architect who has specialized on school and college laboratories can lay out the laboratory to the best advantage; there are few such. It is very difficult to find anyone who can install chemistry benches properly, except those trained especially for this work. It requires, for instance, expert knowledge and experience to design, provide, and install satisfactory laboratory piping for drainage, hot and cold water, gas, vacuum, compressed air, steam, distilled water, electricity, hydrogen, sulphide, etc. It requires, also, knowledge and experience to design and install hoods and ventilation to remove the dangerous chemical fumes, so often present in laboratories, before students are affected by them. All this expert service the specialized laboratory furniture factory furnishes. It is a development forced on them by the sad experiences of unsatisfactory layouts and installations by men without the special experience in these particular jobs.

Another development of the laboratory furniture manufacturing is the unusual type of salesman which has come from the peculiar advisory service he is called upon to render in matters relative to the selection and installation of any and every kind of furniture from that required in the most complicated university laboratory to that of the simplest village or rural high school. He must also be able to render a similar advisory service to industrial plants employing chemists and other scientific investigators and testers and needing laboratories of unusual designs for their particular needs. The number of industrial firms now equipped with special laboratories is very great, and large numbers of them purchase factory-built furniture, sometimes of standardized stock, but very often custom-built for their own peculiar activities. A remarkable instance of this was recently found where a school furniture factory manufacturing chairs, seats, and school desks, purchased and installed factory-made laboratory furniture for its testing and research laboratory from a specialized laboratory furniture factory rather than attempting to make it in its own shops, which, of course, were completely equipped for its own special output. This is, indeed, expert evidence on the economy of purchasing from the specialized factory.

The salesman also has to be able to advise all types of hospitals regarding laboratory furniture. Hospitals must have laboratories for analytic work, testing, development of cultures, etc. Many private physicians even have laboratories in connection with their offices. Drug-gists necessarily have laboratories for compounding prescriptions. All of these laboratories and their particular needs, and their uses must be a matter of knowledge to the salesman. This unusual salesman developed by the laboratory furniture manufacturer, in addition to knowing furniture, and in addition to being an expert on plumbing and ventilation, must have considerable education in school, college, and university sciences, and a usable knowledge of the work of the hospital, the physician, and the druggist.

The fact that such salesmen have been developed makes the factory-built laboratory furniture purchased, in light of his expert advice on such matters as related to all well-built equipment, an economical and satisfactory purchase.

The amount of factory-built laboratory furniture now being put in schools and colleges is much greater than ever before. The lesson taught by experience is being felt and in a few years the "home-made" will be as rare to find as is now the home-made desk and seat in the ordinary classroom.

How Educational Revenues are Derived and Distributed in the State of Ohio

Vernon J. Zieg.

There are many problems in the field of school finance which need solution. Among these the most important are the need of more money to carry on the ever-expanding educational program, and the lessening of the burden in our poorer communities to meet this greater requirement. That we may gain a clearer conception of these problems and devise methods for their solution, it is necessary that we know from what sources the present revenues are derived and how they are distributed. Consequently, I have planned the accompanying chart of my own state Ohio.

Each state in the Union differs from the other states with regard to the sources from which educational revenues are derived. They do, however, have many sources in common and make distributions in similar ways. No state, of course, will be just like Ohio, yet the scheme as here outlined can readily be applied to any state with slight variations. There is a distinct advantage to such a scheme of charting, in that it enables one at a glance to secure a clear-cut idea of the whole field of school revenues which otherwise may be obtained only by reading many pages of state taxation laws and financial reports related to education.

As indicated in this chart for Ohio, there are two central offices, the state treasury and the county treasury, which collect the revenues and distribute them to the various units in the system. Each is divided into blocks or rectangles representing the different funds as they are set apart by appropriations or otherwise for the purposes indicated. The auditors of both the state and county, as official bookkeepers, keep records of each fund separately of revenues received. Likewise separate accounts are kept with each educational unit, such as school districts, normal schools, etc., who share in the distribution of the funds.

In the state treasury there are six divisions representing funds or groups of funds: (1) Legislative appropriations from the state general revenue fund; (2) the common school fund; (3) the state educational equalization fund; (4) the agricultural college and extension fund; (5) the rehabilitation fund; (6) the Smith-Hughes vocational fund.

Likewise, all revenues collected into, or funds passing through, the county treasury are divided into six divisions; (1) Revenue from general property taxes; (2) the county board of education fund; (3) the county equalization fund of 2.65 mills; (4) the income from the common school fund; and (6) other school funds.

Federal Support of Education

Sources of common school fund. The sources from which this fund was derived are the federal land grants, gifts, donations, and devices. It is very probable that a part of the surplus revenue of the United States distributed in 1837 was credited to the common school fund, although the amount is not definitely known. Today the common school fund amounts to over \$5,000,000.¹

The ordinance of 1785, providing for the sale of western lands, reads in one of its provisions that "there shall be reserved the lot No. 16, of every township." In 1827, Ohio provided that the sales from section sixteen and other school lands should be constituted into a great "irreducible debt" held forever by the state for the public schools bearing an annual interest of six per cent and paid from the state general revenue fund to the districts from which the moneys were originally derived.

The revenues derived from public school lands represented by the "irreducible debt" include the proceeds of the following:¹

I. Section Sixteen Lands:

1. Lands purchased by the Ohio Company in 1787 through the efforts of Dr. Manasseh Cutler.
2. Lands purchased by John C. Symmes in 1787.
3. Every Congressional township granted by Congress in 1803 on the admission of Ohio into the Union.

II. Lands granted in lieu of section 16 in:

1. U. S. Military Reserve—1803.
2. Connecticut Western Reserve—1807.
3. Virginia Military Reserve—1807.
4. One-thirty-sixth of Moravian grant in 1824.

III. Salt lands on admission in 1803.

IV. Swamp lands by act of Congress in 1850.

Derived from the Federal Government 1921-22 ²	
AMOUNT	SOURCE
\$323,280.24	Land grants
50,000.00	Federal general revenue fund
216,518.73	Federal general revenue fund
217,861.26	Federal general revenue fund
54,709.10	Federal general revenue fund
\$862,369.33	

The area of the above mentioned lands was about 775,000 acres.³

Distribution of the Common School Fund. The income derived from the common school fund is distributed to the counties at the February settlement and apportioned by the county treasurer on the basis of enumeration of children between the ages of 5 and 18. The income derived from the sale of section sixteen is apportioned among the townships and other districts of the country in proportion to their share of the original capital.

Agricultural College and Extension Fund. This fund may be divided into three divisions: (1) The first Morrill Law; (2) later amendments to the Morrill law, and (3) the Smith-Lever law. All of these funds go to the Ohio State University at Columbus and are used to help maintain its College of Agriculture and carry on its extension work in both agriculture and home economics.

The first Morrill law provided for the granting of lands to the states for the purpose of establishing a college "to teach such branches of learning as are related to agriculture and the mechanic arts." The Ohio share of this grant was about 630,000 acres of land, the sale of which realized about \$340,000 and is now held in trust. This was the nucleus from which the Ohio State University was established in 1873.

Later amendments to the Morrill law provide for federal appropriations of \$50,000 to each state "for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts."

The Smith-Lever law, passed in 1914, provides for cooperative agricultural extension to "consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending such colleges in the several communities." After granting \$10,000 to each state, the balance of the subsidy is distributed among the states in proportion to their rural population and the same matched by an equal amount by the states. The Ohio share of this subsidy in 1921-22 was \$216,518.73. The main lines of cooperative extension work are those conducted by the county

agricultural agents, home demonstrations agents, county club agents' work, etc. A large part of this fund also goes to the support of farmers institutes.

Ohio University and Miami University. As a part of the contract which Dr. Cutler secured when he purchased lands for the Ohio Company in 1785, two townships were granted for the purpose of establishing a university. As a result Ohio University at Athens was founded. In a similar way the Symmes purchase in 1794 provided for one complete township to be held in trust from which Miami University at Oxford was established. The lands thus granted are leased for long periods of time, the income from which is used to help maintain these universities.

Smith-Hughes Vocational. The Smith-Hughes law of 1917 provides for an annual appropriation starting with \$1,860,000 in 1917-18 to a maximum of \$7,367,000 in 1925-26. In 1923 the Smith-Hughes subvention was \$4,800,000 apportioned as follows:³

- (1) \$1,100,000 for preparation of teachers of vocational subjects allotted to the states on basis of population;
- (2) \$1,700,000 for salaries of teachers, supervisors and directors of agriculture allotted to the states on basis of rural population;
- (3) \$1,800,000 for salaries of teachers, supervisors, and directors of home economics, trade and industrial subjects, allotted to states on basis of urban population;
- (4) \$200,000 for Federal board of vocational education.

For the year ending June, 1922, Ohio received as her share \$217,861.26² of the Smith-Hughes subvention. The state of Ohio during the same year matched the federal sum, as required by the act, by a legislative appropriation of \$200,000. The necessary balance was more than met by local districts participating in this fund.

The Smith-Hughes fund is distributed among the following educational units in Ohio:

- (1) To the state universities for the training of teachers;
- (2) To the state department of education for the salaries of state supervisors of agriculture, home economics, trades and industries;
- (3) To local school districts for salaries of Smith-Hughes teachers to the amount of \$1000.

Rehabilitation. Under the provisions of the Smith-Bankhead law the state of Ohio received in 1921-22, \$54,709.10² "for the promotion of vocational rehabilitation of persons disabled in industry or any other legitimate occupation and their return to civil employment." This act also requires the state to match the federal grant, which Ohio did by appropriating \$54,710. As there are no rehabilitation schools in Ohio, this fund is paid to individual trainees in various schools and to supervisors of vocational rehabilitation in the state department of education.

Summary. The federal income for public education in Ohio in 1921-22 is summarized in Table No. I.

TABLE I—Income for Public Education in Ohio	
PURPOSE	
Support of Ohio State, Ohio and Miami Universities and of Public Schools.....	
Support of Agricultural College, Ohio State University—Morrill Law	
Agricultural Extension—Smith-Lever Law.....	
Board of Vocational Education:	
1—Smith-Hughes Law	
2—Smith-Bankhead Law	
Total	

State Support of Education

State General Revenue Fund. In Ohio no revenue from the general property tax goes to

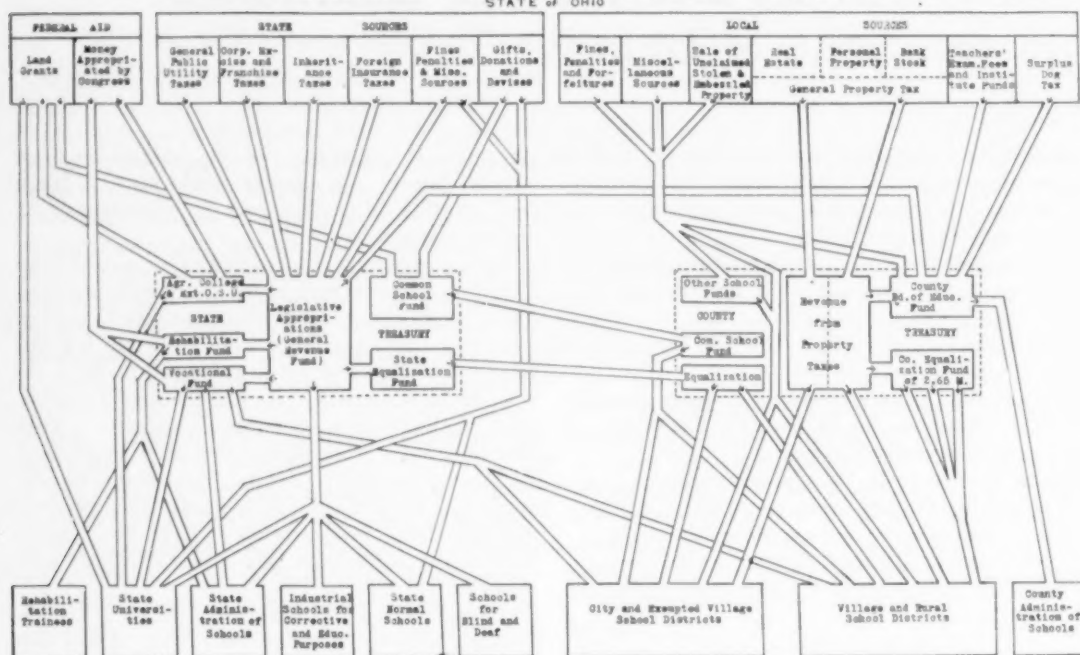
THE SOURCES AND DISTRIBUTION OF EDUCATIONAL REVENUE
STATE OF OHIO

DIAGRAM OF THE SOURCES AND DISTRIBUTION OF OHIO SCHOOL REVENUES.

the state general revenue fund. The sources of revenue from which legislative appropriations are made are derived from the following:

(1) Public utility taxes such as gas companies, water works companies, telephone companies, railroads, etc. Rates of excise tax varies from 1.2 per cent to 4 per cent levied on gross receipts of business transacted.

(2) Corporations for profit paying excise and franchise tax, 3/20 per cent on capital stock is levied.

(3) One half of all inheritance taxes collected. The other half goes to the municipal corporation or township in which tax originated.

(4) Foreign insurance companies or insurance companies incorporated in other states but doing business in Ohio are taxed on gross amount of business transacted within the state.

(5) Various fines and penalties, and miscellaneous receipts credited to specific educational agencies and institutions, such as state teachers' examinations, universities' fees for tuition, etc.

Legislative Appropriations for Education.

The chart clearly indicates the general purposes of all the educational appropriations made by the legislature. Table II gives them in more detail, together with the amounts appropriated from the state general revenue fund during the year 1921-22.

Miscellaneous Revenue. The universities and normal schools receive a considerable amount of money for education which is not appropriated but credited to them, the sources of which are, endowments for universities, students' tuition, etc. A small sum is also derived from delinquent special taxes now abolished. The amounts of the above mentioned miscellaneous state receipts for 1921-22 are given in Table III.

TABLE II.—Legislative Appropriations for Education in Ohio for School Year 1921-22.²

PURPOSE	AMOUNT
1. State Department of Education.....	\$ 67,031.67
2. State Board of Vocational Education:	
a.—Operation	\$ 1,603.90
b.—Vocational — Smith-Hughes	200,000.00
c.—Rehabilitation — Smith-Bankhead	54,710.00
3. Ohio State University:	256,313.90
a.—Building fund	\$472,530.27
b.—General purposes	2,765,756.42
c.—Agr. Extension—Smith-Lever	204,486.62
4. Ohio University:	3,442,773.31
a.—Building fund	\$ 91,880.88
b.—General purposes	379,925.00
5. Miami University:	471,805.88
a.—Building fund	91,880.88
b.—General purposes	324,251.51
6. Wilberforce University	416,132.39
7. Bowling Green Normal School	149,418.00
8. Kent Normal School	341,727.00
9. State School for Deaf	170,580.00
10. State School for Blind	189,628.57
11. Local classes for blind, deaf and crippled children	126,692.97
12. County Board of Education Fund	222,000.00
13. Educational Equalization, including receipts from former state levy	359,000.00
Total	1,613,054.33
	\$7,851,084.36

TABLE III.—Miscellaneous State Receipts for Education Not Included in Appropriations from State General Revenue Fund, 1921-22.²

Sources	Amount
1. Endowments for state universities.....	\$ 43,495.88
2. Student's tuition, gifts for current expenses, dormitories, dining halls, commercial accounts, and miscellaneous receipts	1 285,025.90
3. Delinquencies from special taxes now abolished	9,822.60
Total	\$ 1,340,344.47

State Equalization Fund. This fund of over a million and a half dollars is administered by the state superintendent of public instruction and is for the purpose of securing equalization of educational advantages throughout the state. Any school district whose revenue resources are insufficient to enable it to conduct its schools may participate in such fund by application to the state superintendent of public instruction, and by meeting such changes in local policy and administration which he may require as a condition.

Local Support of Education

Before discussing local support of education it is necessary to know that for the administration of the public school system, Ohio is

TABLE V.—Summary of Current Income in Ohio from All Sources for Public Education in Ohio, 1921-22. Classified by Units from which Originally Derived.²

Unit Furnishing	Source	Amount	%	%
Federal	Land Grants	\$ 323,280.24	.20	
	General Revenue Fund	539,089.00	.49	.8
State	General Revenue Fund	\$ 7,851,084.36	7.1	
	Miscellaneous	1,340,344.47	1.2	8.3
County School District	General Property Tax	\$ 585,750.49	.53	
	Miscellaneous	267,063.52	.24	.8
Local School District	General Property Tax	\$90,334,981.63	81.5	
	Miscellaneous	8,169,270.32	7.4	88.9
Municipal Income	General Property Tax	\$ 683,504.15	.62	
	Miscellaneous	661,466.29	.6	1.2
Total		\$110,755,843.56		100.

Its purpose is to equalize the burden of school support in the districts of the county outside the city and exempted village districts. This fund is apportioned to the village and rural school districts as follows:

1. On basis of number of teachers. 37 1/2 per cent of the salaries of all teachers receiving not less than \$800 per year is paid to each district. A like percentage is allowed for persons giving instruction in trade or technical schools, extension schools, etc., up to a maximum of \$900 per year.

2. Fifty per cent of the personal service expense incurred in the transportation of pupils.

3. Balance according to ratio which the aggregate days of attendance of pupils in such districts respectively bears to the aggregate

divided into five kinds of school districts, as follows:

1. City districts having a population over 5000.

2. Exempted village districts having a population of 3000 to 5000.

3. County districts—including all except above.

a. Village districts with a population less than 3000.

b. Rural districts—all territory not included in 1, 2, and 3a.

About ninety per cent of the income of local school districts is collected by the county treasurer and distributed by him. The remainder is collected by the local boards of education and is retained by them for the support of their own local schools.

Revenue from General Property Taxes. This is by far the most important of all forms of educational revenue in Ohio. Over nine tenths of the income of local school districts was derived from this source alone in 1921-22, and it bears over four-fifths of the total cost of education in Ohio. There are three general forms of general property taxes, viz., real estate, personal property, and bank stock. A general levy of 2.65 mills is made in all school districts in the state. All the money collected on account of this levy in city and exempted village districts is again returned to them; but for other districts, it forms a county equalization fund the distribution of which will be explained later.

Over and above the county levy, there is also a local levy. Each district board determines annually its needs for school purposes and submits the same to the county budget commission for review. Here it is either passed as presented or cut to keep the amount within the fifteen mill limitation for current expenses and debt services for all school, township, municipal and county purposes. Additional levies for current expenses and capital outlay may be made by vote of the people.

Three cities in Ohio, Cincinnati, Akron, and Toledo, support municipal universities. Over one half of the income of these universities is derived from the general property tax levied within these cities.

County Equalization Fund. The county equalization fund is derived from a uniform levy of 2.65 mills on general property in all village and rural school districts in the county.

The Training and Experience of the New England School Superintendent¹

Dr. Thomas E. Benner, Dean of the School of Education, Alabama Polytechnic Institute.

The superintendent of schools who lacks professional training or adequate teaching experience is in much the same situation as the automobile driver caught without lights on a narrow country road on a pitch-black night. He may have all the qualities of leadership, his personality may be fine, he may know how to keep things running smoothly; but until he lands in the ditch he does not even know that he has left the road.

In the days of educational ox-carts the way could be felt out a step at a time. The road was little better than the field at its side. The superintendent with no professional training or experience or with only enough of either to serve as a smoky lantern could plod along quite satisfactorily in spite of this lack. But as the ox-cart and the oil lantern have disappeared before the automobile and its searching headlights a similar change has been taking place in education. With this fact in mind, the New England Association of School Superintendents recently asked itself the question which this report seeks to answer:

"Are New England school superintendents 'adequately lighted' professionally?"

The answer provided by the study which resulted was "No! Oil lanterns are still in use; carbide generators and presto-lite tanks are the usual equipment; only a few have electric lighting systems, but it is of interest to note that their number is beginning to show rapid increase."

Information on which to base this answer was secured by sending out questionnaires to all school superintendents in the six New England states. Complete and satisfactory replies were received from 247, distributed geographically and by position as follows:

TABLE I

State	
Connecticut	37
Rhode Island	14
Massachusetts	108
Vermont	23
New Hampshire	28
Maine	37
Total	247
Position	
Unions or districts ²	127
Cities under 5,000	19
5,000 — 10,000	28
10,000 — 25,000	42
25,000 — 100,000	22
Cities over 100,000	9
Total	247

The percents replying by states were: Massachusetts, 57 per cent; Rhode Island, 40 per cent; Connecticut and New Hampshire, each 36 per cent; Maine, 22 per cent.

The distribution of replies from the various types of positions varied from state to state. The following table gives the per cents of the total replies from each state which were from each type of positions:

TABLE II

	Conn.	R.I.	Mass.	Vt.	N.H.	Me.	Total
Union or districts	24	21	41	70	78	87	51
Cities under 5,000	22	14	6	4	4	0	8
5,000 to 10,000	16	7	17	13	0	0	11
10,000 to 25,000	27	29	17	13	14	8	17
25,000 to 100,000	3	22	14	0	4	5	9
Cities over 100,000	8	7	5	0	0	0	4

These figures have their bearing in connection with the comparisons of the per cents of "adequately trained" superintendents reporting from each state which are made later. In connection with them it is worth while to note also the salary ranges for each type of position:

TABLE III

	Median Salary	Range of Middle 50%
Unions or districts	\$2,700	\$2,200-3,000
Cities under 5,000	2,700	2,500-3,000
5,000 to 10,000	3,200	3,000-4,000
10,000 to 25,000	3,600	3,500-4,000
25,000 to 100,000	4,500	3,600-5,500
Cities over 100,000	6,000	4,600-6,500
Total	\$3,300	\$2,600-3,900

Of every twenty superintendents reporting it may be said that approximately—

- 1 received a salary of less than \$2,000;
- 7 received salaries of from \$2,000 to \$2,999;
- 8 received salaries of from \$3,000 to \$3,999;
- 2 received salaries of from \$4,000 to \$4,999;
- 1 received a salary of from \$5,000 to \$5,999; and
- 1 received a salary of \$6,000 or over.

The adequacy of these salaries can be determined only in the light of the professional training and experience of those to whom they are paid, or in the light of the training and experience they may result in bringing into the educational market.

A four year college course with professional training in the last two years and a year of graduate professional study, it will probably be agreed, are the minimum training which will properly equip a school superintendent of today. Such a school superintendent should have, also, five or six years of successful experience in the fields of elementary and secondary education.

Lower standards of training were used in this study, however, as a matter of compromise between ideals and practice. Those superintendents who had less than four years of training beyond the high school, or who had four or more years of training which included no professional studies were classified as "inadequately trained." Those who had four or more years of training beyond the high school including professional studies were classified as "adequately trained." Summer school study or study in extension courses were taken into consideration if such study were professional and equivalent to a year of resident work.

Bearing these very reasonable standards in mind, reference to the following table indicates some rather startling facts:

TABLE IV

	"Adequately Trained"		"Inadequately Trained"	
	No.	P. C.	No.	P. C.
Connecticut	23	62	14	38
Rhode Island	4	29	10	71
Massachusetts	38	36	70	64
Vermont	6	26	17	74
New Hampshire	6	22	22	78
Maine	10	27	27	73
Total	87	36	160	64

Referring again to Table II it becomes clear that before Table IV is interpreted the information given in Table V, below, must be considered.

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	"Adequately Trained"		"Inadequately Trained"	
	No.	P. C.	No.	P. C.
Union Superintendents	43	34	84	66
Cities under 5,000	8	42	11	58
5,000 to 10,000	13	46	15	54
10,000 to 25,000	16	38	26	62
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The conditions which have been outlined in this report offer a challenge to the New England Association of School Superintendents and suggest a program for similar organizations in other parts of the country where like conditions undoubtedly prevail. These bodies should accept the responsibility for conducting a cam-

(Concluded on Page 135)

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²These are groups of two or more towns uniting in the employment of a superintendent of schools.

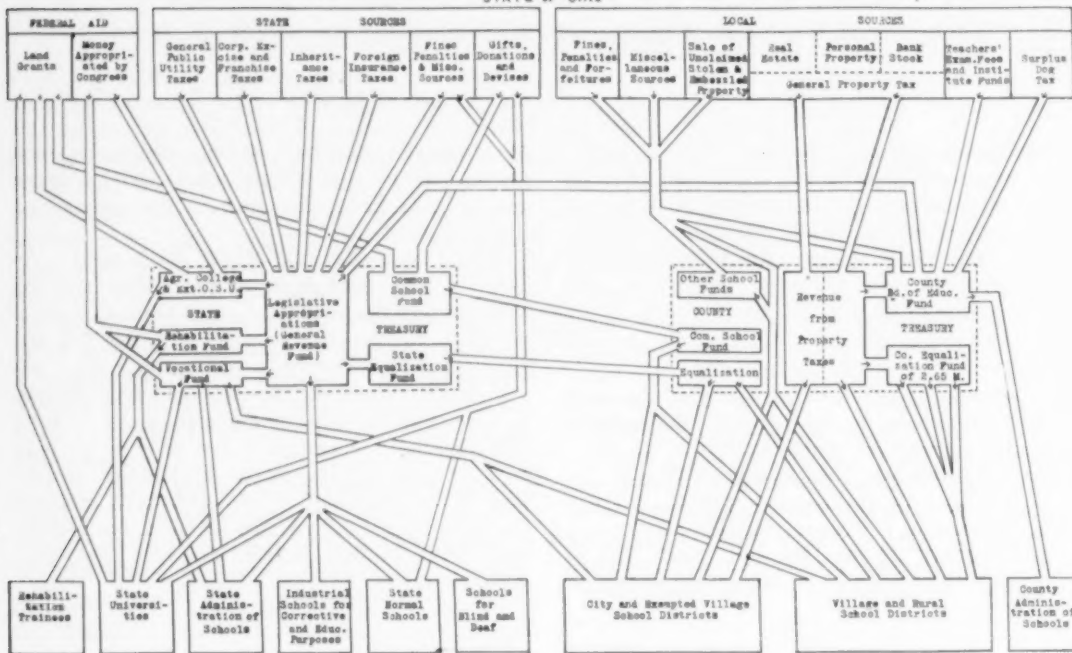
THE SOURCES AND DISTRIBUTION OF EDUCATIONAL REVENUE
STATE OF OHIO

DIAGRAM OF THE SOURCES AND DISTRIBUTION OF OHIO SCHOOL REVENUES.

the state general revenue fund. The sources of revenue from which legislative appropriations are made are derived from the following:

(1) Public utility taxes such as gas companies, water works companies, telephone companies, railroads, etc. Rates of excise tax varies from 1.2 per cent to 4 per cent levied on gross receipts of business transacted.

(2) Corporations for profit paying excise and franchise tax, 3/20 per cent on capital stock is levied.

(3) One half of all inheritance taxes collected. The other half goes to the municipal corporation or township in which tax originated.

(4) Foreign insurance companies or insurance companies incorporated in other states but doing business in Ohio are taxed on gross amount of business transacted within the state.

(5) Various fines and penalties, and miscellaneous receipts credited to specific educational agencies and institutions, such as state teachers' examinations, universities' fees for tuition, etc.

Legislative Appropriations for Education.

The chart clearly indicates the general purposes of all the educational appropriations made by the legislature. Table II gives them in more detail, together with the amounts appropriated from the state general revenue fund during the year 1921-22.

Miscellaneous Revenue. The universities and normal schools receive a considerable amount of money for education which is not appropriated but credited to them, the sources of which are, endowments for universities, students' tuition, etc. A small sum is also derived from delinquent special taxes now abolished. The amounts of the above mentioned miscellaneous state receipts for 1921-22 are given in Table III.

TABLE II.—Legislative Appropriations for Education in Ohio for School Year 1921-22²

PURPOSE	AMOUNT
1. State Department of Education.....	\$ 67,031.67
2. State Board of Vocational Education:	
a.—Operation	\$ 1,603.90
b.—Vocational — Smith-Hughes	200,000.00
c.—Rehabilitation — Smith-Bankhead	54,710.00
3. Ohio State University:	256,313.90
a.—Building fund	\$472,530.27
b.—General purposes	2,765,756.42
c.—Agr. Extension—Smith-Lever	204,486.62
4. Ohio University:	3,442,773.31
a.—Building fund	\$ 91,880.88
b.—General purposes	379,925.00
5. Miami University:	471,805.88
a.—Building fund	91,880.88
b.—General purposes	324,251.51
6. Wilberforce University	416,132.39
7. Bowling Green Normal School.....	149,418.00
8. Kent Normal School.....	341,727.00
9. State School for Deaf.....	170,580.00
10. State School for Blind.....	189,628.57
11. Local classes for blind, deaf and crippled children.....	126,602.97
12. County Board of Education Fund.....	222,000.00
13. Educational Equalization, including receipts from former state levy.....	359,000.00
Total.....	1,613,054.33
	\$7,851,084.36

TABLE III.—Miscellaneous State Receipts for Education Not Included in Appropriations from State General Revenue Fund, 1921-22²

Sources	Amount
1. Endowments for state universities.....	\$ 45,495.88
2. Student's tuition, gifts for current expenses, dormitories, dining halls, commercial accounts, and miscellaneous receipts	1,285,025.99
3. Delinquencies from special taxes now abolished	9,822.60
Total.....	\$ 1,340,344.47

State Equalization Fund. This fund of over a million and a half dollars is administered by the state superintendent of public instruction and is for the purpose of securing equalization of educational advantages throughout the state. Any school district whose revenue resources are insufficient to enable it to conduct its schools may participate in such fund by application to the state superintendent of public instruction, and by meeting such changes in local policy and administration which he may require as a condition.

Local Support of Education

Before discussing local support of education it is necessary to know that for the administration of the public school system, Ohio is

TABLE V.—Summary of Current Income in Ohio from All Sources for Public Education in Ohio, 1921-22. Classified by Units from which Originally Derived.²

Unit Furnishing	Source	Amount	%	%
Federal	Land Grants	\$ 323,280.24	.29	
	General Revenue Fund.....	539,089.09	.49	.8
State	General Revenue Fund.....	\$ 7,851,084.36	7.1	
	Miscellaneous	1,340,344.47	1.2	8.3
County School District.....	General Property Tax.....	\$ 585,759.49	.53	
	Miscellaneous	267,063.52	.24	.8
Local School District.....	General Property Tax.....	\$90,334,981.63	81.5	
	Miscellaneous	8,169,270.32	7.4	88.9
Municipal Income	General Property Tax.....	\$ 683,504.15	.62	
	Miscellaneous	661,466.29	.6	1.2
Total.....		\$110,755,843.56	100.	

Its purpose is to equalize the burden of school support in the districts of the county outside the city and exempted village districts. This fund is apportioned to the village and rural school districts as follows:

1. On basis of number of teachers. 37½ per cent of the salaries of all teachers receiving not less than \$800 per year is paid to each district. A like percentage is allowed for persons giving instruction in trade or technical schools, extension schools, etc., up to a maximum of \$900 per year.

2. Fifty per cent of the personal service expense incurred in the transportation of pupils.

3. Balance according to ratio which the aggregate days of attendance of pupils in such districts respectively bears to the aggregate

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divided into five kinds of school districts, as follows:

1. City districts having a population over 5000.

2. Exempted village districts having a population of 3000 to 5000.

3. County districts—including all except above.

a. Village districts with a population less than 3000.

b. Rural districts—all territory not included in 1, 2, and 3a.

About ninety per cent of the income of local school districts is collected by the county treasurer and distributed by him. The remainder is collected by the local boards of education and is retained by them for the support of their own local schools.

Revenue from General Property Taxes. This is by far the most important of all forms of educational revenue in Ohio. Over nine tenths of the income of local school districts was derived from this source alone in 1921-22, and it bears over four-fifths of the total cost of education in Ohio. There are three general forms of general property taxes, viz., real estate, personal property, and bank stock. A general levy of 2.65 mills is made in all school districts in the state. All the money collected on account of this levy in city and exempted village districts is again returned to them; but for other districts, it forms a county equalization fund the distribution of which will be explained later.

Over and above the county levy, there is also a local levy. Each district board determines annually its needs for school purposes and submits the same to the county budget commission for review. Here it is either passed as presented or cut to keep the amount within the fifteen mill limitation for current expenses and debt services for all school, township, municipal and county purposes. Additional levies for current expenses and capital outlay may be made by vote of the people.

Three cities in Ohio, Cincinnati, Akron, and Toledo, support municipal universities. Over one half of the income of these universities is derived from the general property tax levied within these cities.

County Equalization Fund. The county equalization fund is derived from a uniform levy of 2.65 mills on general property in all village and rural school districts in the county.

The Training and Experience of the New England School Superintendent¹

Dr. Thomas E. Benner, Dean of the School of Education, Alabama Polytechnic Institute.

The superintendent of schools who lacks professional training or adequate teaching experience is in much the same situation as the automobile driver caught without lights on a narrow country road on a pitch-black night. He may have all the qualities of leadership, his personality may be fine, he may know how to keep things running smoothly; but until he lands in the ditch he does not even know that he has left the road.

In the days of educational ox-carts the way could be felt out a step at a time. The road was little better than the field at its side. The superintendent with no professional training or experience or with only enough of either to serve as a smoky lantern could plod along quite satisfactorily in spite of this lack. But as the ox-cart and the oil lantern have disappeared before the automobile and its searching headlights a similar change has been taking place in education. With this fact in mind, the New England Association of School Superintendents recently asked itself the question which this report seeks to answer:

"Are New England school superintendents 'adequately lighted' professionally?"

The answer provided by the study which resulted was "No! Oil lanterns are still in use; carbide generators and presto-lite tanks are the usual equipment; only a few have electric lighting systems, but it is of interest to note that their number is beginning to show rapid increase."

Information on which to base this answer was secured by sending out questionnaires to all school superintendents in the six New England states. Complete and satisfactory replies were received from 247, distributed geographically and by position as follows:

TABLE I

State	
Connecticut	37
Rhode Island	14
Massachusetts	108
Vermont	23
New Hampshire	28
Maine	37
Total	247
Position	
Unions or districts ²	127
Cities under 5,000	19
5,000 — 10,000	28
10,000 — 25,000	42
25,000 — 100,000	22
Cities over 100,000	9
Total	247

The percents replying by states were: Massachusetts, 57 per cent; Rhode Island, 40 per cent; Connecticut and New Hampshire, each 36 per cent; Maine, 22 per cent.

The distribution of replies from the various types of positions varied from state to state. The following table gives the per cents of the total replies from each state which were from each type of positions:

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These figures have their bearing in connection with the comparisons of the per cents of "adequately trained" superintendents reporting from each state which are made later. In connection with them it is worth while to note also the salary ranges for each type of position:

TABLE III

	Median Salary	Range of Middle 50%
Unions or districts	\$2,700	\$2,200-3,000
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Total	\$3,300	\$2,600-3,900

Of every twenty superintendents reporting it may be said that approximately—

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- 7 received salaries of from \$2,000 to \$2,999;
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	No.	P. C.	No.	P. C.
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THE SUPERANNUATED TEACHER PROBLEM AND SCHOOL BOARD OBLIGATION

There is probably no phase of school administrative duty which is more embarrassing, and at times more pathetic, than that which deals with the teacher who has outlived his or her usefulness as such. The embarrassment becomes acute when the teacher in question is afflicted with age, poverty and failing ability, and yet presents a record of loyal and faithful service.

Such persons enjoy the respect of the community, the love of their pupils, and the kindly encouragement of their co-workers. To think of depriving an old and well meaning teacher of a livelihood is deemed cruel and inhuman. To suggest dismissal from the service will bring neighbors and friends to the rescue. The board of education must not remove so faithful a school worker!

And yet there is the other side of the question. The professional authorities may know that the aged schoolmistress, who once was a bright and efficient worker, has declined in useful service. Her days are over, and her pupils have become the victims of a false humanitarianism. She continues in office merely because no one has the heart to remove her.

In a case of this kind the larger duty lies towards the school child. The school system is not a charity institution. While it must maintain a humanitarian attitude towards all its servants it cannot practice such humanitarianism at the expense of that teacher efficiency which concerns the interests of the child. If a charitably inclined public could appreciate the fact that schoolhouses, school boards and school teachers are instituted for one purpose only—namely, the mental, moral and physical welfare of the child, the problem of classroom service would be less troublesome.

The board of education at Indianapolis, Indiana, recently adopted a rule whereby teachers shall be automatically retired after forty-five years of service. A similar rule was considered a year ago but was dropped because of protests.

"Most of the objections were prompted by friendship for individuals who would have been affected by the rule," says the Indianapolis Star, "and also by the belief that its application

would inflict a hardship on teachers who had devoted their best years to work which did not permit a savings account sufficient to keep them after retirement.

In Newark, N. J., where the question of dealing with teachers who fail to measure up with accepted standards is under consideration, the News of that city says:

"Not the least serious phase of this drama of real school life is that which concerns the fate of some veteran teachers who, after many years of active service, are coming close to the age when retirement on pension, to which fund they have been contributors, will be available for them. If they should be forced to resign, under threat of charges of incompetency, or by other means removed from the teaching staff, what would happen to them in respect of pension benefits? Manifestly, it would be a hardship, and an injustice, to deprive them of these benefits. The responsibility must rest upon those in authority who, having the right as well as the duty to eliminate weak places in the teaching force, yield to influences of one sort or another which have no bearing upon the improvement of the teacher's quality, and dally along until damage too great to be easily repaired has been done."

The establishment of pension systems has in many instances softened the harshness which attends the involuntary retirement of teachers. Again definite rules on the subject of retirement have obviated distressing contests. Yet such rules are based upon age limits or length of service, and do not hinge finally upon the question of fitness or unfitness to continue in the teaching service.

It has been found on the whole, however, that definite rules on the subject of retirement are of practical value. The teacher who accepts a position also accedes to the conditions that attend her tenure of office, and is therefore, less inclined to contest a fixed rule than a spontaneous action by superintendent or board of education.

Whatever may be said in the way of leniency for a faithful teacher the school authorities have in hand a sacred trust which demands a clear distinction between a public charity that benefits one person only and a public duty that concerns the welfare of the many.

STORING PUPILS' WORK MATERIALS.

Paul G. W. Keller, Superintendent of Schools, Waukegan, Illinois

Under modern conditions of congestion the storage of students' work and working materials is a problem in the high school. In the Waukegan Township secondary schools we have devised a simple plan which has proven satisfactory. A simple table of ordinary height with space for one drawer in the rail of the table is provided for each student of the group. Usually 30 students comprise a class or group.

A cabinet, in sections of 60 spaces like those in the rail of the table, contains the drawers when they are not in use. Each drawer has a lock and key. This lock is stored in a key cabinet which is under the direct supervision of the teacher and is kept closed except during the few minutes immediately preceding and following classes.

As a student comes to class he gets his key from the key cabinet, takes out the drawer and places it in the opening of the rail of his table. He reverses this process at the end of the class period.

It is evident that the plan makes the table available for as many hours of the day as may be necessary. As many sections of the drawers can be provided in the room, or in the corridor, near the room, as there are classes to use the room.

The sections may be bought as they are required.

We have found the plan especially helpful for storing the material used in art classes, science classes, mechanical drawing and commercial subjects. The statement here made is presented in the hope that it may prove helpful to others.



THE WAUKEGAN PLAN OF STORING PUPILS' WORK MATERIALS AS EMPLOYED IN A COMMERCIAL ROOM.

What Should be the Teacher's Part in a Scheme of Teacher-Rating?

Chas. A. Wagner, Superintendent of Schools, Chester, Pa.

This question is so new in many places that it may be regarded foolish. Teacher-rating has been almost exclusively a duty of the superintendent of schools. Supervision by the superintendent and rating by the superintendent are almost equivalent expressions. The sufficiency of rating by the superintendent is so fully accepted as the only way that the implied answer to the question at the head of this article is, "cheerful acquiescence."

The autocratic organization of school management has latterly been making concession after concession to the incorporation of democracy in professional practice. Committees of teachers and principals share advisory, consulting and formulating responsibilities with executives who were formerly almost or quite absolute. The scope of these cooperating responsibilities and activities is beginning to be recognized in more and more school systems, at the same time that its enlarging power in the systems where it was earliest assigned a part is conspicuous. Even selection of textbooks and formulation of courses of study are frequently assigned to cooperating committees of teachers.

As a proposed modification of teacher-rating, teacher participation is yet quite novel and rather shocking. Where teacher-rating has not begun, the idea is generally regarded as a joke, and not as a serious effort to do justice to teachers. Where actual rating has been started and carried on for a few years, the question is far from being a joke. There it is a necessary attempt to find a correct solution to a real problem, the problem of bringing out the largest capability of all the teachers for self-development. The inauguration of constant improvement by all the teachers would be a supervisory achievement of the first importance. Perhaps we shall find a way to inaugurate such improvement.

An Industrial Analogy

The analogy of teacher-rating to industrial pay for output has been generally accepted as justifying teacher-rating. Commerce and industry have universally established the practice of "paying for products." Everybody understands and accepts the principle of paying by piece work. A commercial principle so widely accepted and so completely understood may to good advantage be used in support of a professional practice which bears a close resemblance to it. The results of instruction can not be measured in inches nor pounds nor dollars' worth, of course, but conformity of teaching procedure with an established standard of procedure can be observed and judged, and an equivalence of worth assumed or predicated. So far at least the analogy holds. If we can find standard procedures of instruction and if we can find units of value in which to express various degrees of conformity or nonconformity of procedure with standard procedure, we can construct a rating scale which may be of great value in rating the work of teachers. Hence, if we admit the possibility of constructing a rating scale, we are admitting that teacher-rating can be put on a perfectly valid basis of equity and economics, on a basis as valid as paying for piece work in a mill or for tonnage of coal brought down in an anthracite mine.

If the analogy so far traced be accepted, the further resemblance to a commercial transaction claims attention. In every business bargain,

the right to take part in the bargaining is claimed and allowed by both parties, if both persons are free and intelligent agents. If teacher-rating is to find its ultimate expression in an effect on pay or salary, the teacher's participation in her rating is an undeniable right to take part in fixing her pay for output. Thus regarded the teacher's right is not only not questionable, but is undeniable after we get our thinking quite straight. To deny or to withhold this participation is to deprive the teacher of her fair right to share in the bargain-making process. Ethically, every worker has a right to a voice in fixing the price at which he surrenders his right in an output fashioned by his own hands. Therefore, the claims of right, of equity, and of fair play unite to entitle the teacher to a share in her own rating if she asks for the privilege. However, the spirit of fair play in the supervisory profession will hardly wait until this right is demanded before conceding it. A wiser and more generous action will be to so modify teacher-rating that there shall be requirement of the teacher's judgment in it. If no way to include it has yet been found, a way shall have to be devised.

The Teacher's Judgment

A further claim to share in her rating can be supported by the fact that otherwise the expression of value assigned to her work covers but a very small part of it. The supervisor visits her several times a term and assigns a value to all her work according to the merits observed during the visits. To this the teacher can fairly object that a judgment on the samples seen by the supervisor in brief and infrequent visits is not a fair judgment on all her work. If only samples are to be judged, surely some part in choosing the samples to be judged should be accorded her: she ought to know when the supervisor is coming. Also, the teacher may quite properly ask, "Why may not my own judgment be included for the work which I do but which the supervisor does not see? If my judgment is not to be included, how shall I secure inclusion of the value of that work with the aggregate of value?"

Necessarily the supervisor can not observe and evaluate all of any teacher's work. Consequently the part seen and evaluated is but a very small part of the total actually performed. In practically all rating schemes it has been assumed that the supervisor's judgment on the value of the small part seen can fairly be extended to the total work performed. Would not the judgment of the whole work performed be fairer if the teacher should be asked to hand in a judgment representing the work not seen and not evaluated by the supervisor? At present teachers have a strong case against rating schemes. Work is judged entirely by samples, that is, the sample of the chance visit, in the selection of which sample the teacher has had no part whatever although her salary may be affected by it. Since the teacher knows completely and accurately just what effort she has put forth for the days, the weeks, the months when the supervisor did not see, and since she is almost the only person who does know, should we not give her a chance to enter that knowledge on her side of the account? Her opinion of the success of the work has a right to be invited and considered because it is her case and her interests. Her peace of mind, and her pay are affected by the opinion.

Against the inclusion of the teacher's estimate of her own work, it is possible to urge that the temptation to overvalue work will warp the teacher's judgment. This would happen in some cases, of course, just as it now happens that some work is underestimated by supervisors through errors of judgment due to quite different reasons. Many years of experience have begotten the belief that a likelier variation is undervaluation. An experience with teachers' judgments secured under many and varied conditions, expressing judgments on the value of their own work, has shown a proportion of eight out of ten too low, and two, inclining to be too high. If this small proportion of overvaluation be disregarded (since it is more than offset by undervaluation in more cases), and if the teacher's estimate of her own work can be combined in the rating scheme, the entire scheme will do justice and work fair play to a degree not attainable without the proposed modification, because it will include not only the five per cent seen by the supervisor but also the 95 per cent known to the teacher alone.

Sampling Unfair

If the written objections of teachers to supervisory rating have made any fact clear, that fact is their opinion that judgment of samples is very unfair treatment of teachers. Were the teacher's opinion included and compounded on some equitable ratio, teachers would recognize the modification as an expression of willingness to accord fair treatment. Now they think they have been accorded the chance to accept an arbitrary judgment. Perception of the spirit of fair play in the method of rating will prompt a reciprocal spirit on the part of teachers. Readiness to show justice to teachers through the plan of teacher-rating will surely be met with a like spirit. Should teachers know and feel that rating schemes deliberately plan to accord just, fair, and even generous treatment, the present disposition to take advantage if afforded an opportunity would almost disappear. Men are never prompted to be generous by meanness; "for with what measure ye mete, it shall be measured to you again."

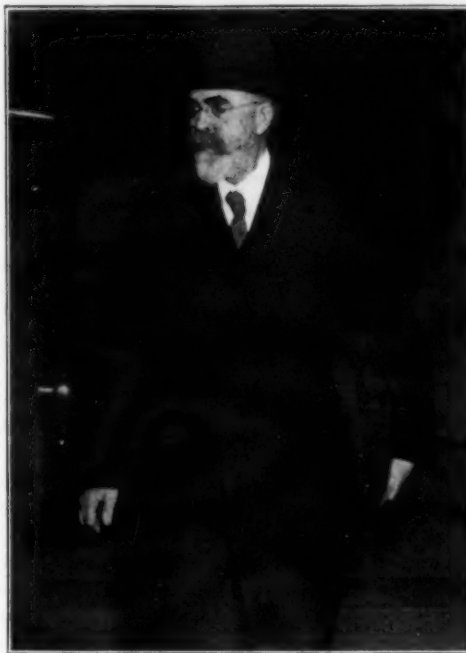
The requirement of teachers to judge their own work, and to hand in those judgments would be teacher training of a very high order. Through a mistaken modesty, many teachers hesitate to form a definite conception of the value of their own work. The entire routine of rating procedure has left those judgments to the superintendent, and the teachers acquiesced. Hence the usual feeling is that to judge of your own work is yielding to vanity or will beget vanity, therefore such judgments are not formed, and are not expressed if formed. Actually, however, the formation of positive judgments on the value of teaching work, whether of her own work or of other peoples' work, is the sole condition on which the teacher can consciously improve her work. Without an awareness of the kind and extent of shortcoming, no intelligent effort at self-improvement can be undertaken. The possible judgments of supervisors are so infrequent, so disconnected and incomplete that the largest and most vital teacher improvement takes place in the work of those teachers who have learned to judge their own work and to value it at its true worth. Regular and courageous self-judgment of work is almost the point of highest development in the art. Teachers who can initiate their own bet-

terment are the most desirable and the most valuable teachers. The supervisory system which begets the most positive and the largest measure of self-improvement in its teaching corps is the system which by its procedure makes teachers regularly self-corrective through the necessity to pass judgment on the value of their own work. This profound truth has not been generally recognized because evaluation of teaching work has been assumed to be the sole and especial office of the supervisory authority. Professionally it is much truer and sounder to impose self-judgment and self-valuation on teachers themselves if growth and development are expected to become continuous processes.

Self Judgment Will Grow

The capacity for self-valuation is like any other judging skill, it grows and refines itself by practice. The practice which would be secured by judging the work done by the teacher which is not seen by the supervisor would be invaluable. There would be both motive and conscience in the work, hence the teacher's judgment would improve quite rapidly. The reaction on methods of teaching would become much more effective than criticism from any other source. That supervision improves teaching is, of course, an accepted fact, but that self-judgment is much more effective has not been so clearly perceived and hence has not been so fully appreciated. To arouse a teaching corps most quickly and most completely requires that the teachers shall as a matter of duty and habit, form judgments of the value of their own teaching efforts, and shall apply comparisons of method and procedure with standards set up for their system, and shall thence initiate efforts to improve so that their rating values may become higher and find an ultimate expression in the salary schedule. This necessary training of the teaching corps in constant valuation of work and product which would accompany and follow from the regular inclusion of teachers' opinions in the rating scheme is enough to justify the practice. The system which relies on supervision and rating by supervisors, and which does not include the teacher's own opinion, is traveling by ox-cart instead of using the steam locomotive to fix its pace.

The effect on the official supervision and supervisors if teachers be expected and be required to form and to hand in an evaluating judgment on their own work is also worth considering. Practice in judging refines the judging faculty. If teachers be set to judging all their own efforts, they will refine their judging, discriminating faculty for more certain recognition of differences of value in work. To match and to surpass this improvement in the teachers, the supervisors must themselves be using every opportunity to grow and to learn, must refine their own processes and abilities to recognize new values and new degrees of difference in merits and excellences. When an entire rating system shall in this way be put on a basis of steady and constant improvement, the supervisors and the superintendent themselves must join in the progressive activity or must be shamefully outdone and hopelessly left behind. From this angle, self-evaluation by teachers as part of the teacher-rating scheme looks like teachers' and supervisors' continual improvement made practically automatic. Can systematic supervision rise to a more exalted pinnacle of worth? Because of this truth the question was asked a few paragraphs ago whether it seemed possible that teacher participation in teacher-rating could effect the highest possible improvement of a teaching corps. That the results claimed can and will be secured are proved by the observed fact, that every teacher who improves rapidly in teaching skill is a teacher who is always evaluating her work. Every super-



DR. WILLIAM McANDREW

Chicago's New Superintendent of Schools
This is a somewhat rare picture. Dr. McAndrew, as a member of the "Blade of Grass Club," some years ago took a pledge never to sit for a photograph. Publishers have been unable to get his picture, and it was only when some newspaper photographer recently trailed him and snapped his camera, when Dr. McAndrew was not looking, that a picture was secured. The above shows Dr. McAndrew on the day of his arrival at Chicago going to the board of education headquarters.

visory system knows a few such. No denial of the fact will be made. Every supervisor is hoping that more and more of his teachers will become self-evaluating and self-critical. Is it not apparent that the way to encourage teachers to cultivate such an attitude is to make it both possible and worth while for teachers to do so?

Make clear to teachers that such an attitude is professionally wise and proper, that it is necessary if efficiency be part of the teacher's objective, and that this is the shortest and surest way to have measurable improvement find expression in the pay envelope.

Participation an Essential

The teacher's part in teacher-rating should be participation, and not mere cheerful acquiescence. Participation is warranted and demanded by considerations of justice and of fair play and by the certainty that both teachers and supervisors will progress steadily if the teaching corps is given training and responsibility and a determining judgment in the evaluation of its own teaching work.

The study of two or more supervisory systems to compare the effect of teacher participation in teacher-rating would be a most valuable piece of work for some graduate school of education. If the differences in supervisory procedure in the systems were differences or degrees of teacher participation, a basis would seem to exist for conclusions of value. For instance, in one supervisory system the teacher's opinion might be allowed fifty per cent toward the final value of any item, in another system the teacher's opinion might be allowed some other ratio of value. Again, in one of the systems the teacher's opinion might be the sole value on some item like "visits to parents," and a joint value on some other items like "lesson planning." Until studies of this kind work out some determinate values for us in supervision we shall have to go on depending on assertions and statements and on individual opinions as to the true and always realizable value of supervision. That some one may attempt to disprove the claims of this paper is the justification of this somewhat irrelevant closing paragraph.

A New System of School Accounting for New Jersey

Egbert Close, Secretary-Business Manager, Asbury Park, N. J.

The "simple" system of school accounting, prescribed by the New Jersey Department of Public Instruction and described by this writer in the SCHOOL BOARD JOURNAL in 1913, has outlived its usefulness. So far as city districts are concerned, it will be scrapped within a few months.

That system, which has been in use since 1913, was designed to show a record of appropriations, receipts and cash expenditures for "Current Expense," "Library," "Manual Training," "Repairing, Refurnishing and Leasing of Buildings," "Purchase of Land, Erection, etc.," and kindred accounts.

No provision was made for recording obligations as incurred nor was the system planned to assist Boards of Education in reporting to Washington on the basis of the National system.

While the plan as put into effect ten years ago was "simple," it did not supply information in conformity with the best practice in school cost accounting as it is found in many cities and states in the country.

Consequently, word has just been received by all secretaries in New Jersey city school districts that a plan based on the contractual system of accounting will go into effect on May first, 1924. The new system, in the opinion of Mr. Herbert N. Morse, business manager of the State Department, will prove to be the best plan yet devised in the country.

Mr. Morse and his assistants, Messrs. Mount and Huston, Inspectors of Accounts, have made a thorough study of municipal and school accounting in the various states, and the sys-

tem as promulgated is exact and detailed in every respect.

The following account headings, numbering twelve, cover sub-accounts in excess of 360.

1. Administration: (a) general business; (b) educational.
2. Instruction.
3. Operation.
4. Maintenance.
5. Co-ordinate activities.
6. Auxiliary Agencies.
7. Fixed Charges.
8. Capital outlay.
9. Manual Training.
10. Vocational.
11. Continuation school.
12. Evening School for Foreign-Born Residents.

Entries in the financial record are to be made from the orders as issued, so that the accounts will at all times show, on the accrual basis of obligations as incurred, just what unencumbered balances remain in the various appropriations.

The warrants drawn in payment of bills will be entered opposite the respective order entries which they pay and provision is made for the issuance of "Excess" and "Credit" orders when the cost of a bill of goods has not been exactly determined in advance.

Mr. Morse is gratified at the cooperation received from many secretaries in New Jersey, who were last summer requested to give their best criticism of the plan as it was presented in preliminary form.

(Continued on Page 123)

Teacher Service and the Community

Mrs. R. H. Jones, Member School Board, Madison, S. D.

Americans have a habit of over working certain words and phrases. We coin a word or a phrase that is particularly applicable, and then we use it on many occasions, just because it seems to fit. During the war many words came into every day use, that today we cannot read a newspaper without seeing. Just now one of our favorite words is "service." Service is the key note to modern business, and the open road to present-day success.

Pick up any magazine and read the advertisements. Practically every one of them emphasizes the idea that "you get more service from our bank or our garage," or whatever the business may be, and it is upon this claim, the right to ask for your patronage is based. And perhaps the business man of today thinks he discovered this business principle, but the fact of the matter is the idea originated in the mind of our Greatest Teacher, about two thousand years ago, and in the New Testament we find a verse that reads something like this, "If a man would be first among you, let him be your servant." And this idea, like many other precepts of the Great Teacher, was considered impractical and visionary, but is now accepted as an essential, fundamental principle, and so we find this slogan in very common use, "He profits most who serves best."

Whether or not this slogan applies to our teachers depends on what the word profits means to us. If, when we think of profits, we think of only monetary reward, then it does not apply; but if, when we think of profits, we think of the joy and self satisfaction that comes from living a life of usefulness, and remember that life's real worth can only be truly measured by the service we render our fellow men, then "He profits most who serves best" applies to our teachers more fittingly than to any other class.

And so, perhaps, I might shorten this discussion greatly by simply saying that a school board has a right to expect from its teachers, service. But when you consider that character building is the prime essential of education, and that into the hands of our teachers we place, to a large extent, the morals and usefulness of twenty-five millions of our future citizens, and because of the failure of many churches, and many homes, the responsibility that rightfully belongs to them, falls also upon the schools, when you consider these things, the service of a teacher becomes one of the most valuable community assets.

Possibly the service of a teacher can be divided into three parts, her service to her pupils, her service to the parents, represented by the school boards, and her service to the general public. My first thought is that by far the most important of these is her service to her pupils, but haven't you known teachers who were excellently equipped for schoolroom work, who lost all their influence with their pupils because of the attitude taken toward the general public? For the service of a teacher to the community places a distinct value upon a teacher's amusements, her dress, her manners, and all her qualities of mind and spirit.

I have no idea of wanting a teacher to be a prude. For to my mind that type of teacher loses a large part of her opportunity for children, love, life and enthusiasm, and beauty of person and dress as well as of character, and a teacher who values these things can get into the lives of the youngsters many times where the other type of teacher cannot.

I would not presume to draw the lines around our teachers on all these things, but if a teacher realizes her obligation and her opportunity to live on in the community in the lives of her boys and girls, and realizes that parents have a right to expect teachers to set a good example, she will give enough serious consideration to these matters to keep her from doing the things that might not have a good influence.

So, after all, the service of the teacher to the community is only a part of her service to her students, and every teacher admits her obligation to her students. The average child gives to the teacher its utmost confidence, and in return, the teacher takes a personal interest in the child and in its progress in school. But more important than the education derived from books is the creating for that child an atmosphere of clean thinking, and instilling a love for things good and pure, and a hatred for things that are low and degrading. If this could be given to every child, what a service would our teachers render!

And good teachers realize that the best discipline comes from good comradeship, and that leaving a child with a desire for more knowledge is a test of good teaching.

And so the service a teacher owes her school board is entirely fulfilled, when she has fulfilled her service to her pupils and to the community.

Of course our teachers could make us a little happier, by making us feel that we at least intend to do the right thing; for what else have we to strive for except the good of the school and the community—surely not the salary of a school board member and I question how much honor is conferred.

I have heard this complaint—that a teacher's experience and education are not recognized in the shaping of the policy of the school, but that a school board, entirely untrained for educational work, dominates the school policy. I do not believe this is true in most cases. However, I do know about the president of a school board in a rural district not far from home, that was about to build a fine consoli-

dated school building. He insisted upon drawing the plans himself and thereby saving architect's fees, because he said, "he once built an elevator and planned it himself and it was just as good as anybody's."

Now that man might feel that he could also shape the school policy, but I believe most boards feel that they have hired experts to do that work and expect them to do it.

It is a great asset to a school board to have happy, satisfied teachers, and the board should do all in its power to keep them happy and satisfied. Ask any mother about the days when the children are troublesome. Nine times out of ten, it's the day when mother is over tired, or worried or unhappy. And so it is in the schoolroom. The attitude of mind carries over so quickly to the children, and the vague feeling of unrest and dissatisfaction soon breaks down the morale of the school. Many things we expect from our teachers, they have a right to expect in return.

I think particularly of loyalty. We all know how much trouble can be made by indiscriminate discussion of school affairs—school gossip, we may call it—and if school boards and teachers could only realize the importance of loyalty to each other, and keep the discussion strictly within school circles, how much criticism and unpleasantness could be avoided. And we know people in all walks of life, who lose their opportunity for usefulness, just because they are disturbing elements—because they insist upon emphasizing the unpleasant thing, rather than the pleasant, because they are willing to create a little unfair impression, and because they will not give credit for a worthy motive.

Does this sound as if we expect too much of our teachers? If it does, it is because my friendships with teachers have led me to believe that most teachers give all this and more; that teaching is the noblest of our professions and that teachers are the finest expression we have of American ideals today for they labor loyally and with trained intelligence with no hope of more than ordinary material reward, and little hope of special appreciation. Teaching is my own dream that never came true.

Handling Visitors Expeditiously and Courteously

The Minneapolis Plan.

The light signal for the purpose of expediting office interviews has been perfected by two employees in the office of the board of education at Minneapolis, Minn.

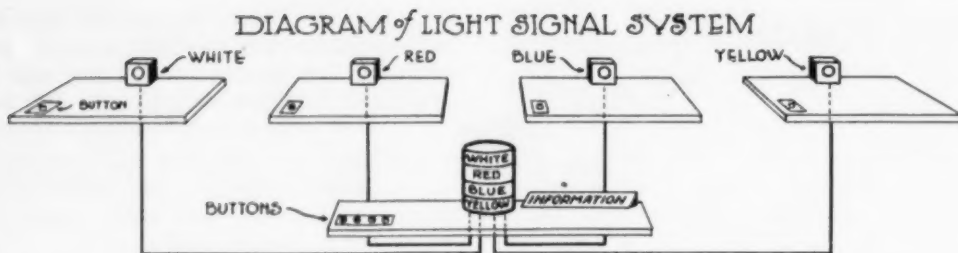
The mechanics of the plan consists of a semi-opaque glass cylinder, 12 in. in height and 5 in. in diameter, on the desk of the information clerk, and four 3-in. cubical boxes on the desks of the superintendent and his three assistant department heads. The apparatus is connected by wire, manipulated by buttons and operated by a storage battery. In the glass cylinder are four colored light globes, white, red, blue, and yellow, corresponding to the colored lights in the cubical boxes on the desks of the superintendents. Each cubical box contains an eye or a round aperture, through which the light is flashed.

The operation of the plan is as follows: The person wishing an interview with one of the department heads, approaches the information desk, where the chief clerk lists the call on a schedule card and gives the visitor a printed slip, which states that the signal light will flash at the close of the interview period. Regular

interview periods are ten minutes in length. The slips are of four colors, each one corresponding to the color of the light assigned to each department. On each department head's desk, the cubical boxes are so placed as to be in the vision of the caller. Each box contains two eyes, enabling both the superintendent and the caller to see the flash.

The operation of the system also calls for a system of signals. At the beginning of the office hour, the information clerk gives two flashes to the superintendent, signifying that a caller is waiting to see him. The superintendent, if he is ready to receive callers, responds by returning two flashes to the information clerk, which are seen in the cylinder. The caller enters and at the end of the ten-minute period he notes the flash from the eye of the box before him. However, if the superintendent wishes to continue the interview a bit longer, he flashes information once. If he wishes to see the information clerk he flashes three times.

In case the interview is completed in less than ten minutes, two flashes from the super-



intendent serve to announce to the information clerk that he is ready for another caller. In an emergency, where a caller appears with such urgent business as to necessitate an immediate interview, the clerk flashes three times, informing the superintendent that an extra person whose name is not on the list, will be sent in. No slip is given in such instance.

The operation of the system serves to relieve department heads of embarrassment as well as to save time, and obliges the callers to come to the point quickly. The idea was evolved by Miss Katherine Brazee, the superintendent's secretary, and Mrs. Daza Meneilley, chief information clerk. With their plans drawn, they went to an electric company, who made the apparatus.

The Gifted Child

Supt. E. O. Marsh, Jackson, Mich.

The first methods usually employed in a school system in dealing with its gifted children involve no change in the curriculum but merely acceleration in the rate of progress and the placing of the children in grades that will more nearly tax their powers. In the elementary schools, provision is made for double promotions at the end of a semester or special promotions during the course of the semester. This may mean to the child the saving of a half year or a year or more in his educational life, and move him out of a grade in which he is merely marking time, and perhaps acquiring habits of carelessness and laziness, into a grade from which he can derive some real profit.

In the intermediate and high schools, where the organization provides for promotion by subject instead of by grade, the same result is secured by permitting the student to carry extra studies, thus enabling him to complete the course in a shorter time.

In all departments this acceleration may also be obtained through the operation of summer schools, which advance the gifted children who attend them a certain distance in the course of study.

The next method most commonly employed is the organization of special classes made up of the most gifted children, who are enabled in these "acceleration" or "speed" classes, as they are sometimes called, to progress at a more rapid rate than the pupils in the regular grades.

Then in a few school systems they are experimenting with an "individual" method of instruction and promotion, designed to enable each pupil to move through the course of study at his own gait, according to his own ability, neither retarded by the others nor crowded beyond his capacity. Whenever he completes the work of a grade he is advanced to the next.

All these methods for dealing with the gifted child have as their chief purpose the child's more rapid progress, enabling him to forge ahead of the children of the same physiological and chronological age who are less capable than he mentally. In some cities is found still another method, which may or may not have this same result, depending on the point of view of those who have charge of the school system where it is employed. By this method the pupils in a grade or a subject are divided into groups on the basis of ability. There may be a fast going group, a slow going group, and an average going group; in this event they cover the same curriculum or study at different rates of progress. Or the differentiation may be made mainly for the purposes of instruction; in this event while the lowest group may be acquiring the minimum essentials, the highest group may cover a considerable body of related

or unrelated material, much of it entirely outside the regular course of study.

But this method of organization cannot be used to good advantage except in large schools where there are enough pupils in each grade to divide into three groups and give each teacher not more than two or at most three groups. In the school system with which the writer is connected we have found it necessary to adopt an alternative plan, withdrawing into special centers the more exceptional children from neighboring schools, and leaving the rest to the regular teachers. About 22 per cent of our entire elementary school teaching force, excluding kindergartners but including principals, are employed with special classes of exceptional children.

As far as the gifted are concerned, we are acting on the theory that a certain amount of acceleration is desirable, especially in the earlier grades, but only a limited amount, say one year, or not to exceed two years in the entire twelve-year course. There are well founded arguments, based on social, moral, and physiological considerations, against placing children permanently on a chronological age level with children considerably older than they. But an advance of not more than one or two years is a distinct advantage to them in more respects than it is a disadvantage.

Most of our work, however, with and for the superior child in the elementary school is along the line of the enriched curriculum, a better and broader education. In the intermediate and high schools of a small city, difficulties of organization due to the elective system interfere with this, though the carrying of an extra study, while it may contribute merely to rapid progress, may also contribute to a broader education.

So in providing for the education of children on the basis of differences in mental ability, several important adjustments can be made. First the child's rate of progress may be accelerated; and this is about all that is being accomplished at present in most school systems where anything is being attempted. But while a certain amount of speeding up, if it does not take a child clear outside his social and physiological age group, is justifiable and desirable, if carried to its logical conclusion, it would be highly undesirable. It would, for instance, graduate him from college, if he had an I. Q. of 150, at around 16 years of age; and all along the line he would be more or less out of gear. As a matter of fact, for the good of society and the state, the gifted child, even more than others, should be kept in school and given all the education possible.

The next important step in making provision for his education will come from further carefully thought-out adjustments made in the curriculum itself, and in methods of teaching and attack. A little has already been done along these lines, but not much, nor in any systematic way.

To develop a curriculum that will provide for a real difference in lesson assignments for the normal, the supernormal, and the subnormal, subject by subject and lesson by lesson, is a problem as difficult as it is important; but it must be solved, if we are to provide a qualitative as well as a quantitative difference in the subject matter of instruction. Heretofore the curriculum has been the constant factor, and for children of different mentalities about the only variation possible was in their own rate of progress or promotion. The next step will be to make the children the constant factor and the curriculum the variable. Each child will then carry a load fitted to his ability and capacity, and the gifted child will secure an education both more intensive and more extensive than that provided for the others.

At the same time, there must be developed different methods of teaching and of work for the alert and the dull. For the alert such methods must be devised as will result in active intensive study habits, in developing their powers of initiative and resourcefulness, in utilizing their abilities of all kinds to the full. How to adapt the methods of teaching to the needs of children of different capacity, whether they are found in special classes, schools specially organized, or in the regular grades, is a problem that has been given little attention up to the present time, but it is one that must be seriously studied if there is to be any considerable further progress in ways and means of providing suitable education for our superior children.

AFTER THE MEETING

The Zanesville, Ohio, board of education is blessed with a helpful constituency. A tax-paying father submits the following in an open letter to the editor of the Times-Signal of Zanesville:

"Being a strong advocate of the principle 'the greatest good to the greatest number' I desire through the columns of your publication to suggest to the members of the board of education and other 'powers that be' the establishment of a course of roller skating at the high school as a source of healthful recreation and as an auxiliary to the present athletic program.

"In this connection I would suggest that the members of the board together with the superintendent of schools make the necessary steps to provide a rink by the employment of a competent out-of-town architect to draw up plans for same at a cost not to greatly exceed \$50,000 or \$75,000 and to employ a competent instructor in roller skating.

"There can be no honest criticism against the recent action of the board in the authorizing of approximately \$75,000 for a 'gym' but a fact that should not be lost sight of is that baseball, football, basketball and other branches of athletics can not be indulged in by the full enrollment and a course of roller skating 'would fill a long felt want.'

"With your indulgence I might even go farther and suggest as a mental stimulant that courses of 'bridge, mah jongg and 500' be added to the elective course of study.—A Tax Paying Father."

PUBLICATIONS RECEIVED

Annual Report of the Commissioner of School Buildings of the Board of Education, St. Louis, for the year 1922-1923. R. M. Milligan, commissioner of buildings. The pamphlet offers a report of the business of the year, covering completed buildings, non-completed structures, additions and alterations to buildings, portable structures, total number of buildings in use at the close of the fiscal year, expenditures for buildings, expenses incurred in the wider use of school buildings, data on high school plants, and area of school buildings and sites.



THE GENEVA COMMUNITY HIGH SCHOOL, GENEVA, ILL. J. W. Royer, Architect, Urbana, Ill.

The Geneva Community High School

H. M. Coultrap, Superintendent of Schools, Geneva, Ill.

The Geneva Community High School, which was dedicated Oct. 20, 1923, is an excellent example of a well-located, modern, economical, and fully equipped building, which adequately meets local needs and which will not exceed the financial ability of the school district to pay for or to operate. The architect was J. W. Royer of Urbana, Illinois, and the total cost, including equipment and site, was about \$175,000.

In planning for this building the architect and high school board of education kept in mind the following guiding principles: First, it must have adequate grounds for school and athletic purposes; second, the building must meet the highest sanitary and educational standards; third, it must be adapted to local needs; fourth, it must be designed primarily for school purposes; fifth, it must not only be large enough to accommodate approximately fifty per cent more pupils than are now enrolled in the school, but must also be so designed that an addition can be put on it without affecting the original building; sixth, its cost must be such that adequate funds would be left for its equipment and for employing well-trained and experienced teachers to operate it.

This building is located on a block of land in the most rapidly growing part of the city. It is placed on the front half of the block, leaving the other half for future additions to the building. Immediately back of and adjoining this site, the school has purchased a ten-acre tract of land which is to be used for an athletic field and for other school purposes.

This building, which is built of hard brick and reinforced concrete, is of fireproof construction up to the roof where the fire hazard is slight. For the sake of economy very little cut stone was used on the exterior of the building. To avoid the plain effect which so often results from this style of construction, a liberal use was made of header courses and panels of

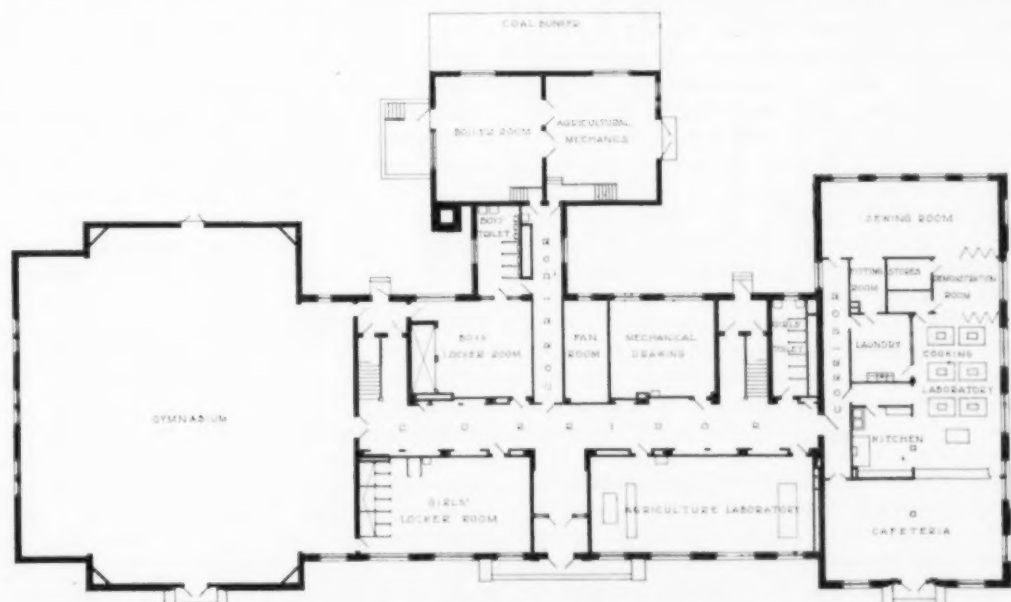
brick. The floors in the corridors and toilet rooms are terrazzo, while those in the classrooms are asbestone. In the cooking and sewing laboratories, battleship linoleum is used as a floor covering. The wainscoting in the corridors and in the toilet rooms is constructed of cream-colored glazed brick.

The classrooms and laboratories are all unilaterally lighted, and an unusually large proportion of glass surface in the windows is provided by the use of glass sash. Ample provision has been made for effectively lighting the building at night and even at that most trying time of the day when there is a mixture of daylight and artificial light in the rooms.

The "split system" of heating and ventilating is used in this building. Every room is supplied with direct radiation. In addition tem-

pered and humidified air is forced into the rooms by a motor driven fan. Thermostatic regulation is installed in connection with the heating and ventilating. The plumbing fixtures are all of the latest and most modern type. Red Tennessee marble is used for the partitions between the stalls in the toilet rooms and between the shower baths. Sanitary drinking fountains are provided on each floor.

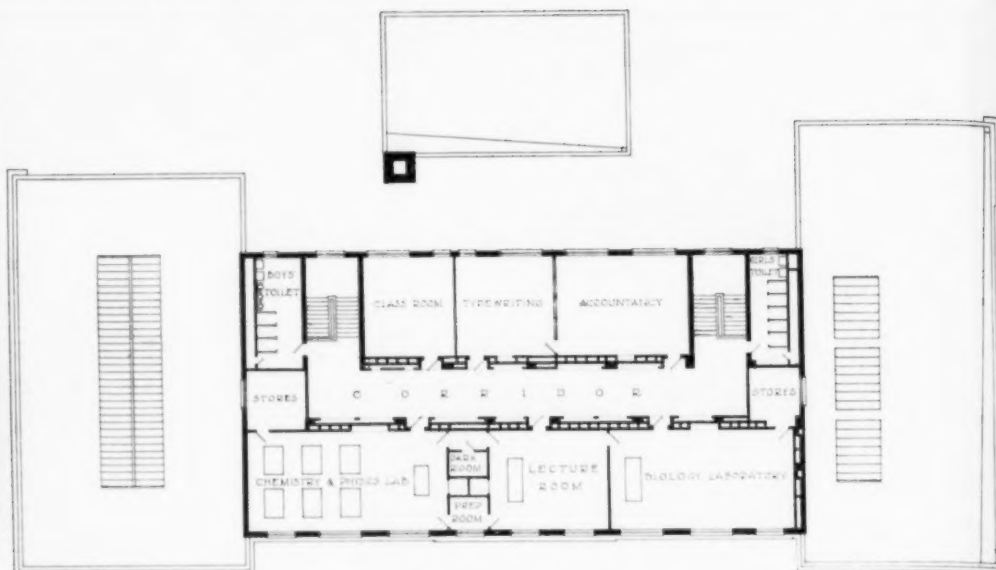
In order to keep all of the rooms light and dry, the building was constructed without a basement. Practically every room except the boiler room is above grade. On the first floor are located the gymnasium, boys' and girls' locker rooms, toilet rooms, agricultural room, mechanical drawing room, the cafeteria, and the home economics suite consisting of sewing and cooking laboratories, fitting room, demon-



BASEMENT FLOOR PLAN, COMMUNITY HIGH SCHOOL, GENEVA, ILL. J. W. Royer, Architect, Urbana, Ill.



ONE OF THE LABORATORIES IN THE GENEVA COMMUNITY HIGH SCHOOL, GENEVA, ILL.



FIRST FLOOR PLAN, COMMUNITY HIGH SCHOOL, GENEVA, ILL.



SECOND FLOOR PLAN, COMMUNITY HIGH SCHOOL, GENEVA, ILL.



THE LIBRARY IN THE GENEVA COMMUNITY HIGH SCHOOL.

stration dining room, laundry, pantry and other necessary storage rooms. A fully equipped kitchen with large hotel gas range, built-in refrigerator, cook's table and dishwashing sinks, is provided in connection with the cafeteria which is equipped with a steam table and other necessary equipment. The gymnasium, which is located in the west wing of the building, has a free floor space 45x80 feet with bleacher space in addition for 700 spectators. The ceiling in this room is 23 feet high. The locker rooms in connection with the gymnasium contain a sufficient number of lockers for all the pupils and also have an adequate number of shower baths.

On the second floor are the study hall, library, office for the principal and superintendent and five recitation rooms. No auditorium for large public gatherings was included in the building for the reason that the city already has a large one which is available for school use at any time. Instead a study hall was built, with a stage 15x30 feet, to be used for assembly programs. In order to keep down costs by conserving space and still furnish the best facilities for study by the pupils, the study room is seated partly with regular pedestal school desks and partly with opera chairs. In this way enough seats for assembly purposes for the 300 pupils, which the building is planned to ultimately accommodate, are provided and also enough study desks for all the pupils who will be in the study hall at any one period of the day.

The library is located between the study hall and the offices where it is readily accessible to the pupils and where it is easily supervised from the office. It is one of the most attractive rooms in the building and contains reading tables, card-catalog cabinet, book stalls, magazine rack, and a dictionary stand. At one end is a

large fireplace which makes it a bright, attractive place not only for reading but also for small community gatherings and for the meetings of school organizations.

On the third floor are located the biology and physics-chemistry laboratories, a science lecture room, a recitation room, the typewriting and bookkeeping rooms, and boys' and girls' toilets. In order to reduce the cost a combined physics and chemistry laboratory was built. It is planned to alternate these subjects, teaching physics one year and chemistry the next. A large store room is provided to accommodate the equipment for that subject which is not being taught in any particular year.

Considerable space is given to the commercial department. The typewriting room is equipped with 24 machines. A unique feature of this room is the sound absorbent plaster which absorbs sound in such a degree that by actual scientific measurement five machines make only as much noise as one machine does in an ordinary room. The installation of this plaster was made possible through the generosity of Col. George Fabyan, the owner of the Riverbank Research Laboratories at Geneva, where this plaster was invented by Dr. Paul E. Sabine, one of the sound experts connected with the laboratory.

The boiler room and the manual training department are located in a separate part of the building connected by a corridor with the main part. In this part of the building it was possible to use factory construction which was not only cheaper to build but is more suitable for a manual training room and machine shop.

The equipment of the manual training department consists of individual benches, a glue table, two lathes, a band saw, a variety saw, a planer and a tool grinder. An abundance of hand tools is also provided.

The equipment of the building was given as careful thought as the building itself. All the furniture and instructional equipment is finished in a dark green color to match the trim of the rooms. An abundance of storage, notebook and display cases are provided. The laboratory tables contain drawers with individual lockers so that each student's equipment may be kept separate. In the home economics department steel lockers for the aprons and sewing materials of the girls are provided. In the corridors lockers are built in recesses in the walls so that each student may have a separate place for his wraps and books.

Now that the building is completed and is being subjected to the test of every-day use, the members of the board of education find that it fully meets the standards set forth at the beginning of this article. It adequately meets local school needs, present and prospective; it measures up to the best sanitary and educational standards, it has adequate grounds for athletic and other purposes, and its cost is well within the ability of the community to meet.

—The school board of Lima, O., has taken the initial steps toward the reorganization of the school system. Janitors and other employees are required to pass the civil service examinations in order to retain their positions. A code of rules for the government of pupils' conduct is in preparation. Insanitary and hazardous conditions in the school buildings are to be remedied immediately.

—Amsterdam, N. Y. In addition to an appropriation of \$700,000 made last spring for the new building program, the voters of the city have recently voted \$335,000 more for the completion of the program of Supt. W. H. Lynch and the board of education. The original appropriation was insufficient to meet the needs of the schools.



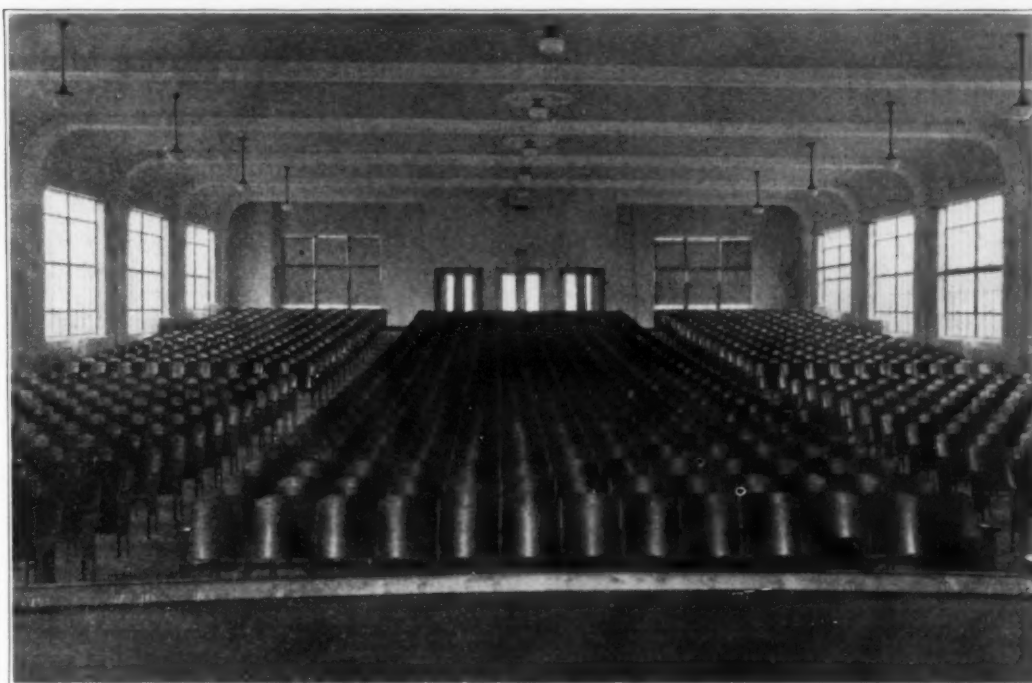
HIGH SCHOOL,
TAYLOR, TEXAS.

Giesecke & Harris, Architects,
Austin, Texas.

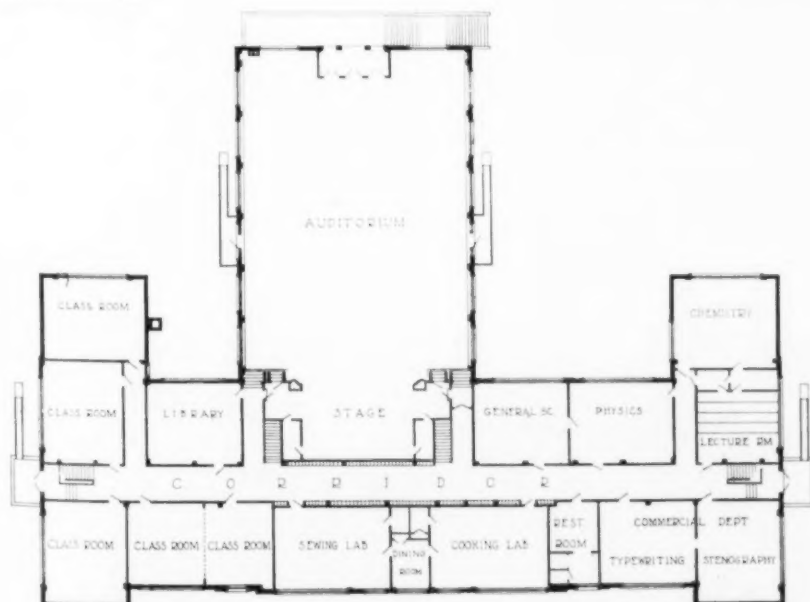
THE NEW HIGH SCHOOL, TAYLOR, TEXAS

The planning of a high school for a small city is relatively of greater importance than the planning of a building of similar size in the large city. In the small community the high school shares with the Court House and with the one or two churches, the entire public attention as a public building representative of the community's stability and progress. A small schoolhouse in a large city is minimized in importance as compared with the large business buildings and other public structures with which it must compete for attention. Even as a neighborhood center, it is of less importance than is the high school in the small city where it affords practically the only large auditorium and the only recreation and civic center.

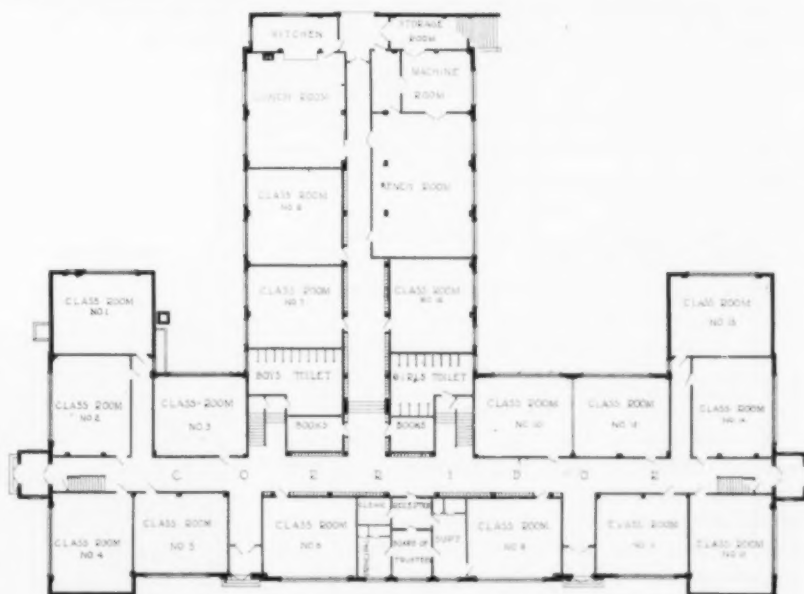
A most creditable high school adapted especially to local conditions and reflecting the stability of a progressive community is the new high school at Taylor, Texas. The building is almost unique among the small communities of the state as an example of fireproof construction, in which the best materials have been used throughout the structure, and every effort has been made to provide a flexible educational and civic building.



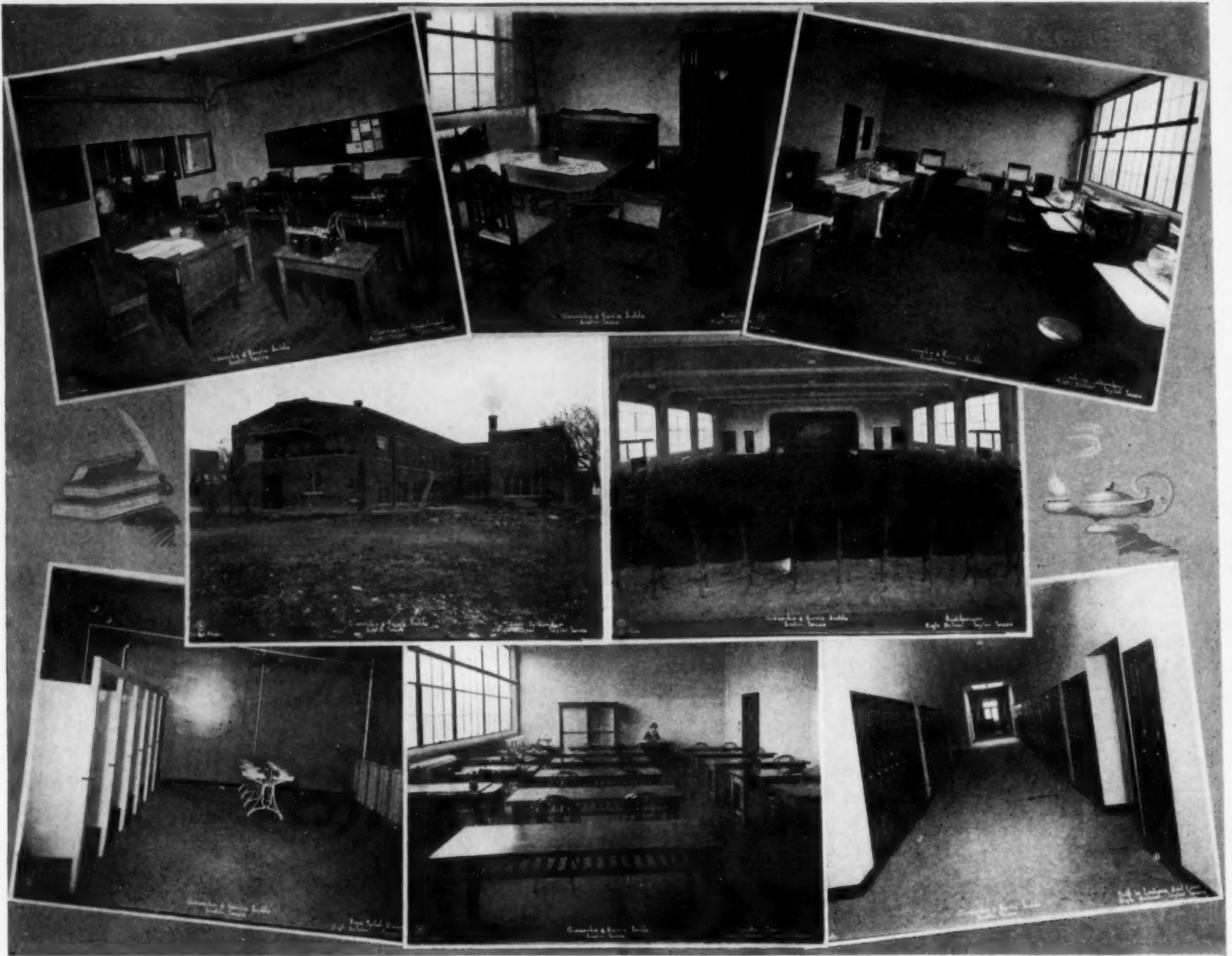
AUDITORIUM, HIGH SCHOOL, TAYLOR, TEXAS.



Giesecke & Harris, Architects, Austin, Texas.



Giesecke & Harris, Architects, Austin, Texas.



HIGH SCHOOL,
TAYLOR, TEXAS.

Giesecke & Harris, Architects,
Austin, Texas.

The Taylor high school occupies a site of nearly 600'x600' in size. It is two stories high without basement, and provides for both elementary and secondary education for the community. It is entirely built of concrete, brick and hollow tile. The first floor rests directly on the ground, and the second floor and roof are of concrete slab and beam construction. The entire building rests on so-called spot footings, and the walls are of faced brick, backed with hollow tile. The interior partitions are of gypsum.

On the first floor there are sixteen standard classrooms, each arranged for unilateral lighting and each opening by means of one door opening on the main corridor. There are also on this same floor several rooms for manual training, lunchroom and kitchen, toilet, administrative offices for the superintendent, for the principal, and for the school board.

On the second floor there are five classrooms, a library, a sewing room, cooking rooms, three laboratories, a lecture room, and two rooms for the commercial department.

The floors in the classrooms have edge grain pine flooring. In the corridors, halls and passageways, mastic flooring is used.

In the auditorium and in the basement cement floors have been used with linoleum runners on the aisles and cross passages. The floors of the entrance vestibule and toilet rooms are of tile. The classrooms are plastered and the doors are held in metal casings. The windows are of the steel fenestra type. The base boards and blackboard trim are also all of metal.

The sanitary equipment is of the best school type intended for heavy duty. The plumbing fixtures are of enamelware and terra cotta, and the toilet partitions are of vitrolite.

Heating for the direct radiation for the ventilation of the building is furnished by means of an ideal boiler. The ventilation is of a natural window type, supplemented with suction fillers on the roof.

The building cost as follows:

General contract	\$145,000
Heating	9,126
Plumbing	7,437
Electrical	2,700
	<hr/>
	\$164,173

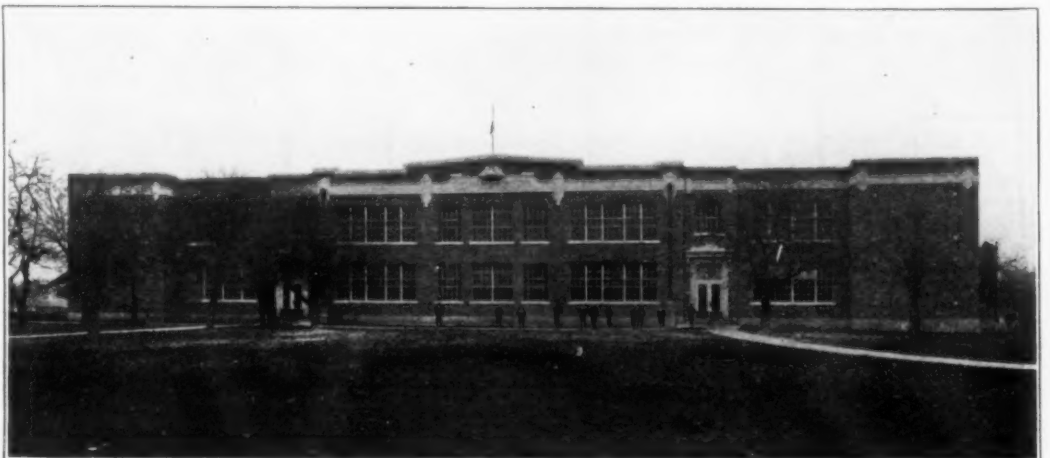
The architects were Giesecke & Harris of Austin, Texas, who specialize in school work.

A REMARKABLE SCHOOL BOND ELECTION

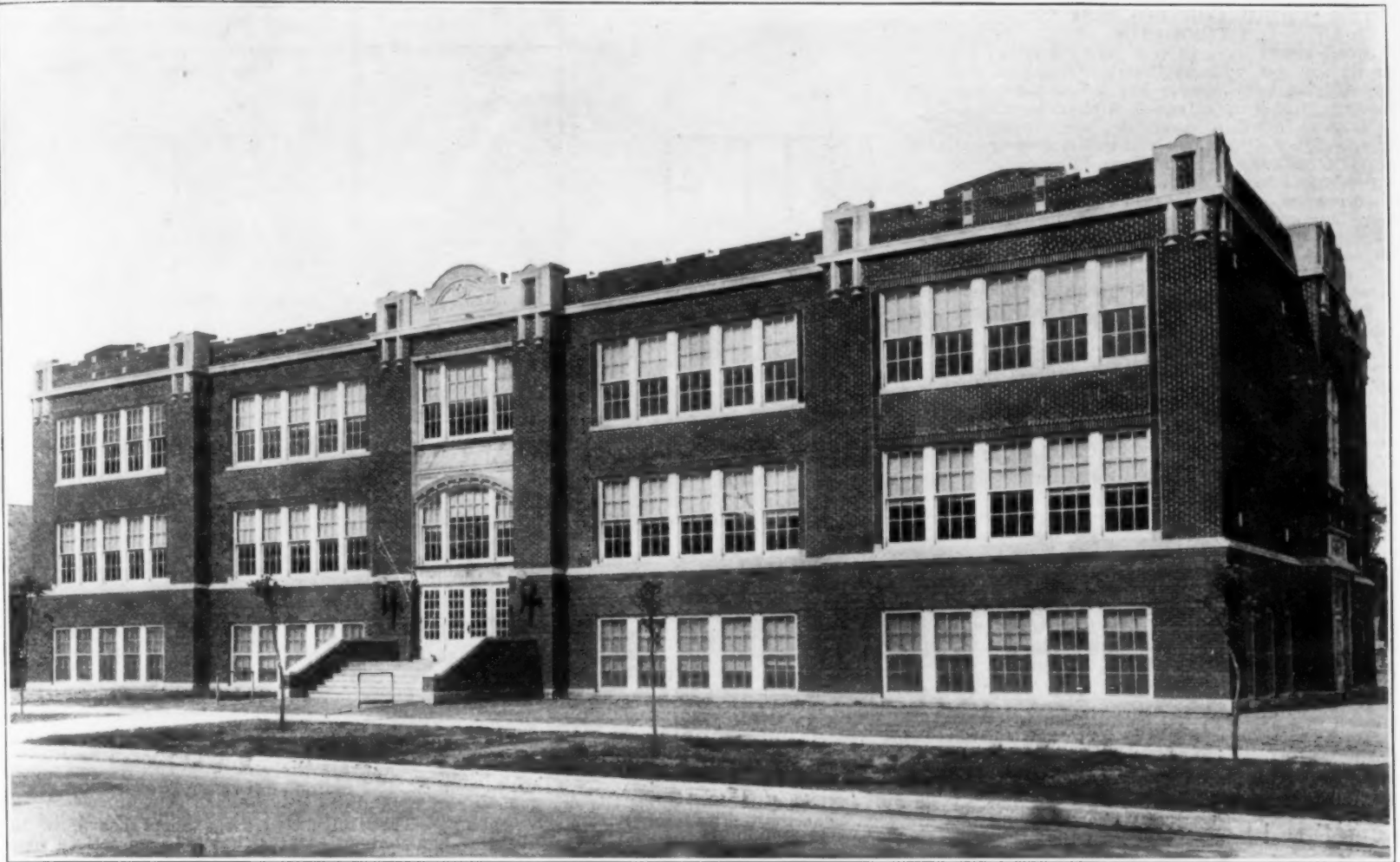
The sum involved was \$4,900,000, and the electorate of Long Beach, California, voted it twenty to one. Out of a total of 11,637 votes cast 11,101 were in the affirmative and 536 in the negative. With the money voted a \$1,000,000 high school will be erected, also a junior high school to cost \$700,000.

Superintendent W. L. Stephens in discussing the remarkable showing of the bond election said:

"We have three daily papers, all of which gave enthusiastic support to the campaign. Not a single letter, communication, or editorial of any kind or description during the two months the campaign was on was published that had in it the least suggestion of criticism of the cam-



DIRECT FRONT ELEVATION OF HIGH SCHOOL, TAYLOR, TEXAS.



HORACE MANN INTERMEDIATE SCHOOL, WICHITA, KANS. Lorentz Schmidt & Co., Architects.

paigned. All of the papers gave without limitation of their space to pictures, cartoons, news items, and editorials.

"About 80% of all of the eggs sent out from our jobbing houses to the retail trade were stamped with the words "School bonds, vote yes January 15th." The high school girls stamped 108,000 eggs that went into almost every home in the city.

"The radio station of the Los Angeles Times broadcasted bond speeches for us that were heard all the way from New York to the Philippines. Automobile stickers with the words "School bonds, vote yes January 15th" were used by the thousands.

"Earl Dougherty, one of our aviators, on election day flew over the city scattering thousands and thousands of dodgers. The Foster & Kleiser Sign Board Co. donated for our use ten of their largest sign boards located in the most conspicuous places in the city.

"On election day one of our motor vehicle companies donated one of their largest busses for our high school band which traversed the various streets of our city. Practically every organization of any kind or description in the city gave time on the program for one of our speakers.

"In all of the voting precincts the children put on parades of various kinds and descriptions.

On election day continuous entertainment was afforded the patrons of the school in the various school buildings which were the precinct polling places. We succeeded in getting out the largest vote that we have ever had on a school bond campaign. The Parent-Teachers' organizations made a house to house canvass with the official statements of the board of education, and answered questions that the voters desired to ask. The offer of automobiles on election day was so universal that there were hundreds of machines available that we found it impossible to use.

"On the morning of election day every child placed under the plate of his father and mother a little note which he had written in school to the effect that this was election day and father and mother should remember to vote."

PUBLIC SCHOOL BUILDING MEMORIALS

John J. Blair, who is the director of school-house planning for the state of Carolina, tells an interesting way of instances in which public school buildings have been erected as memorials. "If the object," he says is to perpetuate the memory of some one and at the same time perform a lasting service to the present and coming generations, no finer opportunity can be taken than that of a memorial which is dedicated to the advancement of learning.

While it is the duty of the state to provide adequate schoolhousing, local conditions have not always permitted the consummation of this duty, and private generosity has met the need in a handsome manner. Mr. Blair points out several instances of this kind.

In an article in North Carolina Education, he describes the Nancy Cox Reynolds memorial high school just completed in Stokes County, presented by William N. Reynolds of Winston-Salem in memory of his mother. The Winston-Salem high school, costing \$500,000, is a memorial to the late R. J. Reynolds, donated by his brother.

Mr. Blair contends that while large gifts have gone to the higher institutions of learning, there can be "no finer benefaction than that which gives public school buildings as memorials."

—The name of Woodrow Wilson has been given to the new consolidated school at Waynesboro-Basic, Va.

—The school board of Memphis, Tenn., has taken steps toward the opening of the half-million dollar building program for 1924. A number of architects will be appointed to have charge of the planning and supervision of the projects outlined.



FLOOR PLANS OF THE HORACE MANN INTERMEDIATE SCHOOL. Lorentz Schmidt & Co., Architects, Wichita, Kans.

THE SCHOOL CONTROVERSY OF NEW YORK CITY

Small towns have their school rows, but big towns are not without them. America's first and biggest town always has a first class controversy which is attended with dramatic interest and in which many people and many interests figure. A school plant that employs an army of instructors, houses a million pupils, and expends a hundred million dollars a year for maintenance and another hundred million for new buildings, is of some consequence. Its management is bound to be attended with a difference of opinion and clashing of interests.

The control of New York's monster school plant is in the hands of a board of education and a board of superintendents. President Ryan heads the one and Superintendent Ettinger the other. But, there is also a board of examiners that controls the teacher supply. And last but not least there is the mayor of the city who appoints the board of education.

All this seems well ordered and simple. The whole plant ought to work efficiently, and considering the stupendous task which burdens the plant, it works marvelously well. But, it has its critics. The single taxpayer of the small town who occasionally roasts the school board and the schools has here enlarged himself into an organized force—a force that employs experts to find the flaws and make the noise.

Thus, between the school government on the one hand and the non-official forces on the other there comes a clashing of weapons that constantly threatens the making and unmaking of men and measures. But, there are also clashing between the several leaders who preside over them. Their interrelations do not always dovetail snugly. Friction arises frequently.

Just now the fracas lies between the official school forces and the non-official school promoters, with the board of education on one side and the Public Education Association on the other, and Mayor Hylan in the forefront defending the former.

In commendation of the manner in which President Ryan and the board of education are now handling the herculean task of providing more school housing Mayor Hylan avails himself of the opportunity to pay his respects to the non-official forces, as follows:

"The people of this city know what an uphill fight it has been to make progress in the construction of public schools because of the obstruction and malicious propaganda of the Gary system advocates, the Rockefeller educational group and their man Nudd, of the self-styled Public Education Association.

"The policy of this coterie has always been to retard the construction of needed public schools, thus creating congestion which in turn tends to a denial to the children of the people of the city of a fundamental education and the limiting of their training for the mill and the factory.

"Notwithstanding the tremendous school building construction which has been going on since this administration took office, the self-styled Public Education Association, through its paid propagandist, Nudd, continues to squawk about the public schools simply because we have refused to allow our schools to become the re-

cruiting stations of the Gary-Rockefeller interests."

Then Howard W. Nudd, the director of the Public Education Association comes back in this wise:

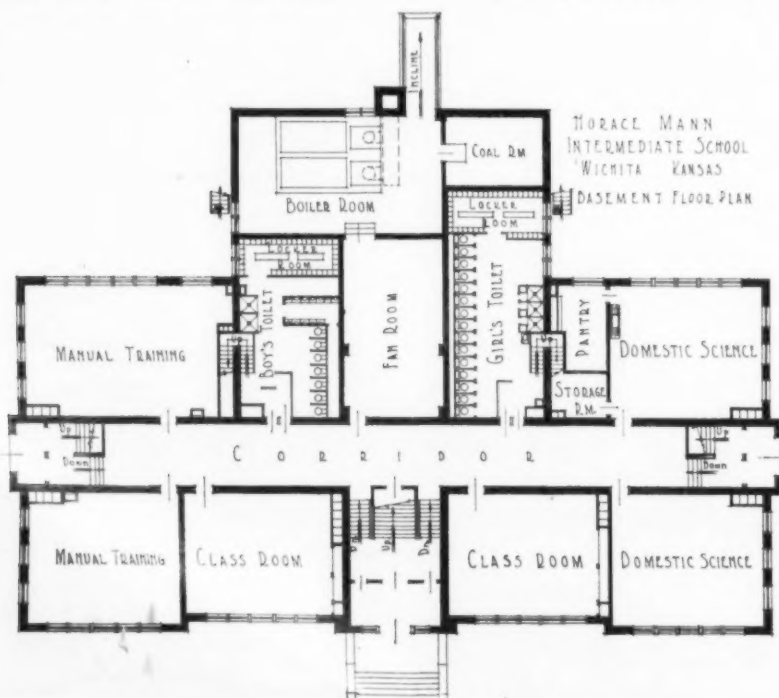
"May I inquire what evidence there is to substantiate these charges, either in the records of the Board of Education or in any other reliable sources of information to which you may have access? They are of such a character that specific proof is imperative. If necessary, the Commissioner of Education or the courts should be requested to ascertain their validity.

"Preceding 1917 part-time had been reduced from over 90,000 in 1912 to approximately 41,000 in 1916. Beginning with 1917, the amount of congestion at the end of each September, over and above the number of children in overcrowded classes, has been as follows:

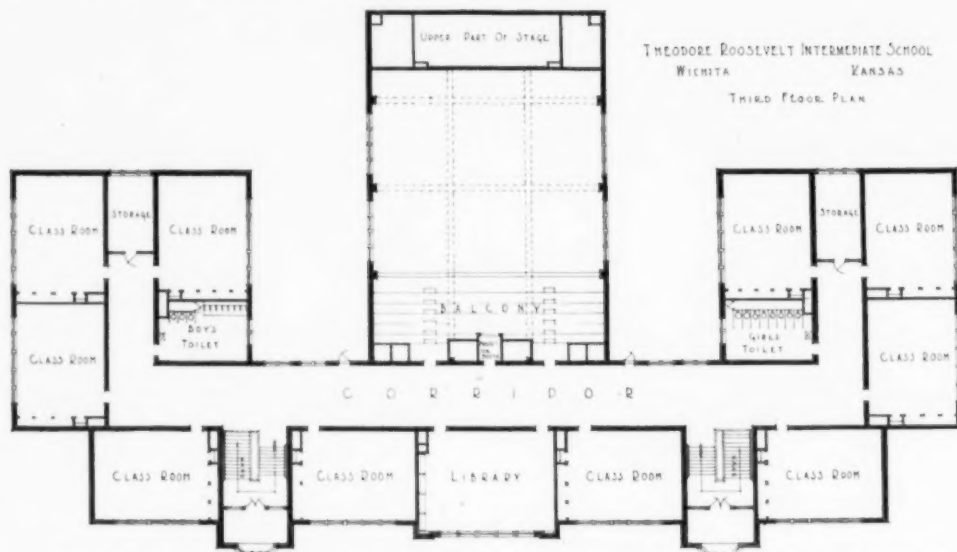
	Part-Time	Double or Duplicate Sessions	Total
1917.....	41,493	76,577	118,707
1918.....	38,165	173,255	211,420
1919.....	52,280	179,491	231,771
1920.....	83,728	174,231	268,259
1921.....	122,977	194,529	317,506
1922.....	153,410	207,671	361,081
1923.....	152,415	225,579	377,794

"We, of course, deny the truth of the Mayor's charges, but we think the public is entitled to check us up if you have any authentic data to present."

These are merely pertinent extracts from documents that are quite fulsome in charges and counter charges, but they serve to illustrate the kind of clashing that are indulged in. The small town school board that feels itself pestered by disgruntled taxpayers and neighborhood grannies is enjoying a May day festival compared with the organized and expert attacks that the big city school board faces. While the one is laughing at the town clown, the other is busy shooing a swarm of bumble bees.



BASEMENT PLAN, HORACE MANN INTERMEDIATE SCHOOL, WICHITA, KANS.
Lorents Schmidt & Co., Architects.



THIRD FLOOR PLAN, THEODORE ROOSEVELT INTERMEDIATE SCHOOL, WICHITA, KANS.

BUILDING AND FINANCE

The policy of the Portland, Oregon, school board during the past three years has been to allocate the planning and construction of new school buildings to the local architects. A salaried architect employed by the board exercises supervisory powers in matters of detail. The local architects who have constructed school-houses in recent years are Knighton & Howell, E. Manson White, Albert E. Doyle, Richard Martin, Clausen & Clausen, Glenath L. Goodrich, F. A. Naramore and Houghtating & Daughan.

Plans for the new \$140,000 Adams school at St. Paul, Minn., have been prepared by Frank X. Tewes, city architect.

The Holyoke, Mass., school board, in its annual report, states that it had practiced rigid economy during the year, but in dealing with the building question condemns the use of portable schools and adds: "The money that is being spent on these structures might better be invested in a permanent building. It appears, however, that such a demonstration must be made before the city can be stirred into activity."

The failure of a bank in Barnesville, Ohio, caused the closing of four schools in Kirkwood township. The township school district had \$3,700 on deposit when the bank failed in November. The school board borrowed money to pay the salaries up to January, but it can borrow no more.

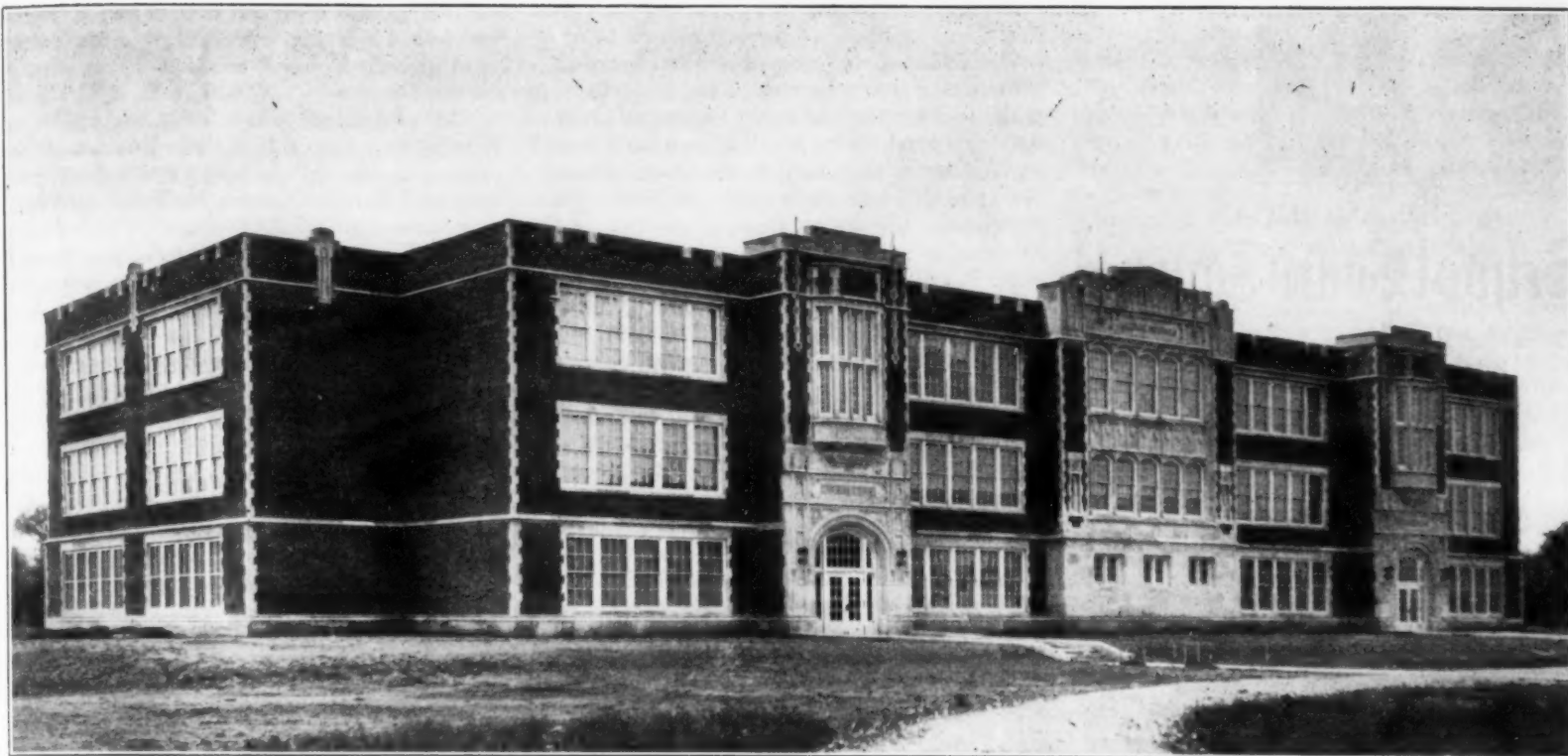
Vandergrift, Pa. An addition consisting of an auditorium, gymnasium, swimming pool and manual training department has been built for the high school. The entire addition will cost about \$200,000.

Winfield, Kans. The board has dedicated the junior high school unit of the Junior-Senior High School Plant. The program which was carried out in the building on February 5th, was a "home folks' program" for patrons and pupils. Following the program, the building was opened for inspection by the public.

The new George Sykes Memorial High School, to be erected in the near future at Rockville, Conn., will include a high school to replace the present building. The school was made possible through a generous bequest of the late George Sykes, who in his will of November, 1903, left a sum of \$100,000 in perpetual trust for the establishment of a manual training school. Under an agreement, the town of Vernon will provide the faculty and maintain the school, while the trustees of the fund will look after the maintenance and upkeep of the building. A board of trustees of five members, co-operated with a committee of three appointed by the school board, in determining the needs of the town and adequately meeting these needs.

The building which will be located in the center of the city will be built of red brick, stone and terra cotta, and will have a frontage of more than 147 feet. The building will be two stories high, with a high basement, and will contain ten class and special rooms, and a large auditorium seating over 800 people. The construction will be fireproof in character, with the main stairway landings and platforms of magnesite composition in red, and the staircases of iron and slate. The structure will be completed ready for occupancy in about eighteen months.

Minneapolis, Minn. Instruction service in the schools this year will cost \$4,777,199, or more than two-thirds of the entire budget of \$6,776,262. More than half of the allowance for the service goes to elementary teachers.



THEODORE ROOSEVELT INTERMEDIATE SCHOOL, WICHITA, KANS.
Lorentz Schmidt & Co., Architects, Wichita.

THE WICHITA JUNIOR HIGH SCHOOLS

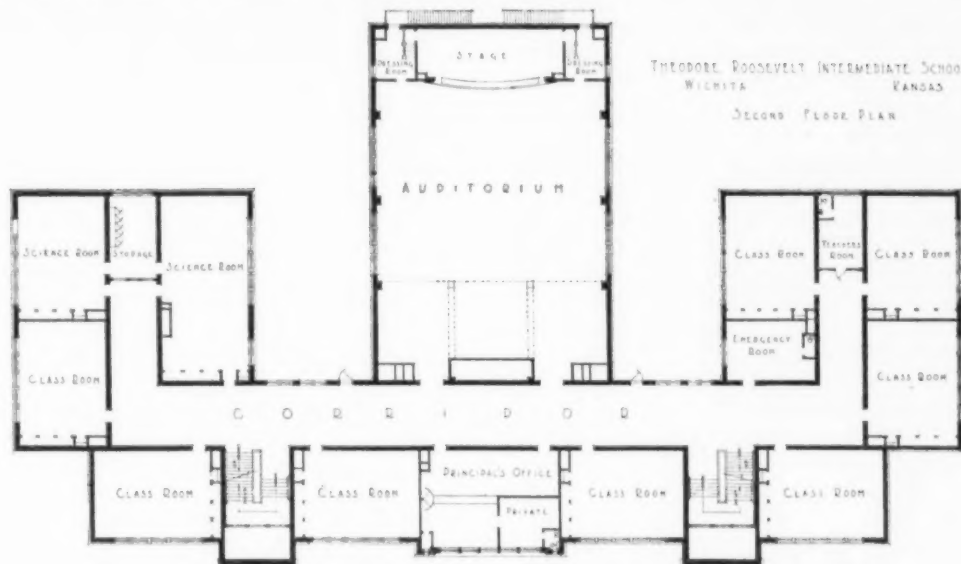
The Horace Mann and Theodore Roosevelt Junior High Schools at Wichita, Kansas, have proven their educational utility by a splendid service which they have rendered since their erection.

The Horace Mann school was erected seven years ago and is of reinforced construction throughout, with brick walls and stone trim. The ground floor which has full length windows, contains two standard classrooms, two manual training shops, two rooms for cooking and sewing, locker and shower rooms, toilets, and space for the heating and ventilating apparatus.

On the first floor there are six standard classrooms, each equipped with wardrobes of the Chicago type; a principal's office; an emergency room; and a large assembly hall which serves also as a gymnasium.

On the second floor, there are four standard classrooms, a recitation room, two science rooms and toilet rooms. The balcony of the assembly hall is entered from the second story corridor.

The building is heated by means of a split system with direct radiation in each room to supplement the ventilating system. An air washer is part of the system, and each room has temperature control.



SECOND FLOOR PLAN, ROOSEVELT INTERMEDIATE SCHOOL, WICHITA, KANS.

The building was erected at a total cost of \$155,000 or about 25 cents per cubic foot.

The Theodore Roosevelt Junior High School is of the open plan type, and was erected in 1920-21. It is also of concrete construction, with brick walls and stone trim.

It contains on the ground floor two standard classrooms, domestic art room, a suite of rooms for teaching cooking, and a large manual arts shop, toilets, showers, locker rooms, and a gymnasium. The main floor of the gymnasium is on a level with the basement, which contains in addition space for the shower and locker rooms, and tunnels for the heating and ventilation.

On the first floor there are eight standard classrooms, two science rooms, a principal's office, an emergency room, a teachers' room, and a store room. The auditorium is on the same level with this floor.

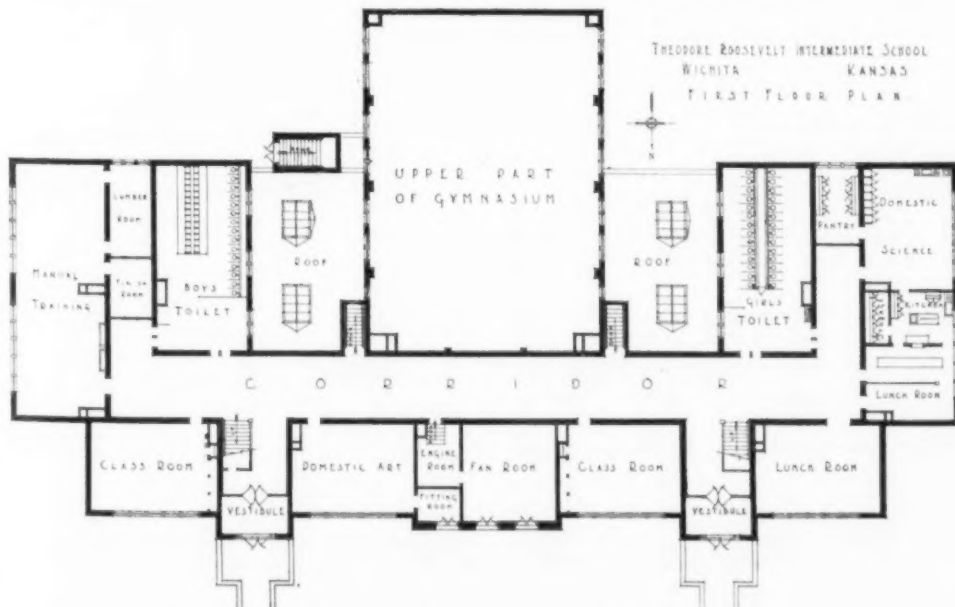
On the second floor there are ten classrooms and a large library and toilet rooms. The balcony of the auditorium is also entered from this floor.

The building is equipped with a split system of heating and ventilation, including air washer and systematic temperature control.

The building cost \$450,000 including the power plant or about 32.7 cents per cubic foot.

The architects are Lorentz Schmidt & Company of Wichita, Kansas.

—The school building construction program outlined by the board of education of Meriden, Conn., provides for the establishment of the so-called "6-3-3" organization. Recently an issuance of \$750,000 in school bonds was granted for this purpose. Two junior high schools will be established, one on each side of the city.



FIRST FLOOR PLAN, ROOSEVELT INTERMEDIATE SCHOOL, WICHITA, KANS.



THE AMERICAN School Board Journal

WM. GEO. BRUCE }
WM. C. BRUCE } Editors

EDITORIAL

HOW WILL THE ECONOMY WAVE AFFECT SCHOOL ADMINISTRATION?

The cost of popular government, which has jumped in leaps and bounds in recent years, has prompted economists and statesmen to suggest that an era of retrenchment is at hand. In 1912 the country expended for national, state and local government something like \$2,131,402,000. In 1922 this figure rose to \$6,343,322,000. The total indebtedness of the several units of government during the period was increased from \$6,814,955,000 to \$32,786,715,000.

These figures tell a startling story, and while we may find a thousand reasons for justifying their jump to the high water mark, we are compelled to hearken to the voice that calls a halt and holds up the gospel of economy.

This becomes particularly true when we note that, coupled with a situation shown in the above figures, we have before us another outstanding fact which says that while the cost of general government has been enormously increased, that the cost of school government has risen in even a greater degree. Thus, we find those who hold that if the wave of retrenchment gains full momentum the school funds must suffer the first serious cut.

That the economy wave is at hand cannot be denied. From the Chief Executive of the nation down to the humblest school district official and from the halls of Congress at Washington down to every state, county, and municipal legislative body the retrenchment cry is already heard. Boards of education in every section of the land are wrestling with the financial problem and trying to adjust a restricted income to a pressing school need.

"Remember that public opinion is like a barrel of gunpowder with a slow fuse," says Babson, the economist, "nothing doing for a long time, and then things happen quickly." However applicable this note of warning may be as far as the school situation of the land is concerned, it must be said that the economy wave already struck the school administrative authorities some time ago and at present cannot gain much either in intensity or momentum.

School government has become most costly for one thing, in comparison to general government, because the element of housing is a growing one. A capitol building, a courthouse, or a city hall will serve its particular unit of government for many years. The schoolhouse must constantly amplify itself in numbers. Where a city hall houses one hundred officials, there may be found ten school buildings each housing a thousand children.

In drawing a comparison between the cost of general government and school government, the increased cost of the latter is further justified in the fact that the one employs in the main clerical service and the other professional service. The latter in consideration of the preparation required to make such service possible,

must in justice command a better compensation.

While the wave of economy in public expenditures is timely and legitimate, we do not incline to the thought that the note of alarm is particularly applicable to the school interests. Certain retrenchments have been made here and there, and more will be made during the present year, but radical cuts are not likely to be engaged in. Nor can it be said that the situation warrants them.

If any comment be ventured at this time, it must be that wherever the cry for more funds is raised, it must be accompanied with specifications that will appeal to the popular mind. There is a wide difference between the imperatively necessary and the highly desirable. Whenever progressive educators are active, the highly desirable departures and innovations are always on the program. And it is well that this should be so. But, there are periods when the most progressive must adjust their speed more nearly to the state of the public mind.

Whatever may be said at this time in defense of modern school costs, and the importance of holding to high standards of service, a word of caution is not entirely out of place. The sensible middle course between the necessary and the desirable should never be overlooked.

The survey expert, for instance, may point out a thousand shortcomings and reduce these to scales and percentages that will make a series of school buildings look like a crime upon civilization. And yet if every school building were riddled of all its weak points, and rendered in conformity with the best school practices as to appointment and equipment, it would hopelessly bankrupt the average school system. The expert may set up ideals, but, after all, the common sense standards which appeal to the public mind cannot be ignored.

THE EDUCATOR'S METHOD OF DEALING WITH LEGISLATORS

The legislative law-maker is the modern Caesar to whom the appeal in behalf of the cause of education must be made. It is he who must provide the desired changes in the school administrative machinery and the motive power to secure its efficient operation.

This brings the educator to the fore. He is supposed to know the shortcomings of the several units of school government, their common interrelation, and the financial support necessary to produce an acceptable educational output. The legislator must accept the recommendations submitted as coming from those who are sincere in motive and competent in procedure.

With this attitude of reciprocal respect between the several functionaries the result is found either in a complete acceptance or rejection of a given project or adjustment in a compromise. But on the whole, progress is constantly made and every year sees some revision and strengthening of the school laws of the several states.

The earnest zeal on the part of educators on one hand and a spirit of stubborn resistance of the legislator on the other have, in some states, developed antagonistic camps of schoolmasters and lawmakers. California and Iowa are the conspicuous examples. In the one state the educational forces are defying the political ring, and in the other the legislators are denouncing the "educational bloc."

In California the school forces have in published pamphlets exposed the record of legislative members on past school measures and thus have directed their appeal to a popular constituency in defeating for re-election all derelicts. In Iowa the schoolmaster has championed his measures so affirmatively that the ire of legislators has led to avowed resistance. In the one

instance the schoolmen have aroused heated legislative opposition, while in the other they have squarely plunged themselves into a political turmoil.

The wisdom of going so far as to seek the election or defeat of candidates because of their attitude or record on legislative school measures may be questioned. The business of law making is not entirely confined to the cause of education, nor can the value of a legislator be entirely measured by the views he may hold on a single school question. He may be as sincere in his loyalty to the cause of education as is the schoolmaster and yet differ because he may view certain school measures and expenditures in the light of many other measures and other expenditures.

Thus, the choice of those who are to serve in our halls of legislation must hinge upon acknowledged character and fitness for the task, and the ability to discern and decide on varied law-making affecting the welfare of an entire people, rather than upon a vote on single questions or issues.

Here it does not follow that the educator should not champion his cause energetically and enthusiastically, but it does follow that in openly antagonizing the legislative candidate he is also antagonizing a fraction of the general voting public and must face the reaction that usually follows such a course. The cause of education must not become the football of bitter political contention.

The educator must bring his cause to the halls of legislation, plead it with sincerity, reason, conviction, and above all things, with patience and tact. If his cause is well founded he will win; if not with one legislature he will win with a succeeding legislature. At least, he, above all others, must present his appeal to Caesar with eminent ability and with that calm and dignity which characterizes his calling. The general public is accustomed to look for that type of educational leadership.

ONCE MORE SCHOOL ADMINISTRATION AND THE BANE OF POLITICS

If the administration of the schools of this country are afflicted with an evil which is urged more often than any other, that evil is expressed in the word "politics." In fact, the word has become so handy and has assumed a meaning so contemptible that many evils are assigned to the same.

We no longer discriminate between the higher and the lower interpretation of the word. Politics may descend to rank selfishness and rise to noble service. Whenever employed, however, in connection with school administrative affairs the meaner definition is implied. Again, every selfish aspiration and expression of personal preference displeasing to someone is likely to be branded with the word "politics" when that under its proper interpretation is scarcely applicable.

In New York City a school principal was recently chosen to an assistant school superintendency. The promotion was espoused by friends. If the appointment had met with unanimous approval the support of friends would have been lauded. No one would have charged that politics had been employed. But, there were those who believed that the appointment was not a good one. Hence the charge of politics became loud and vociferous.

This by no means argues for a form of self-seeking known as politics to the exclusion of merit and well-earned preference. It does mean, however, that what in the common acceptance of the term was politics in one instance was not politics in the other. All of which demonstrates the indiscriminate use of the term.

While the Public Education Association of New York City was denouncing politics in

school administration as an evil the Schoolmasters' Association listened to a speech by State Senator William Love, who urged educators to get into politics. "There is a great opportunity for service in the political game," he urged, "and professional men should get mixed in it."

The distinguished senator believed that politics was a legitimate calling and one which espoused men and measures in the direction of good government. On the other hand, Howard W. Nudd, who directs the educational association, believes that politics as applied to men and measures making for school government is a bad thing.

All this reduces itself down to the meaning one gives to the word "politics" and its application to desirable or undesirable ends. To oppose harmful politics in school administration does not exclude the schoolmaster from engaging in beneficent politics. And yet, as long as the common interpretation of the word makes it a synonym for scheming self-interest, the schoolmaster ought not to throw himself too conspicuously into the game. He is liable to get hurt.

On the whole, no one will deny that politics, of the unwholesome variety, should be driven from the field of school administration. But, let us employ the word with a finer discrimination in recognition of the fact that politics in its better interpretation implies a laudable purpose.

MODERN SCHOOL ADMINISTRATION AND CURRENT PUBLIC OPINION

It has been asserted that the public mind is undergoing a changed attitude on its system of popular education. Whether this be true or not, it may safely be asserted at this time that the public mind is adjusting itself to the newer conditions that obtain in the schools of the nation. In the process of adjustment certain manifestations, however, should be noted and which deserve thoughtful consideration.

The one thing which impresses public opinion just now is found in the fact that the school budgets demand a larger slice out of the local and state tax funds than ever before. Since the cost of government, as a whole, is higher the demands for the schools meet with greater resistance.

This by no means implies that the tax paying public has been roused into a spirit of protest, but it does imply that its attitude has become more discriminating. It usually yields to the legitimate demands of the schools, but there is a greater tendency towards inquiry. It wants to know where the dollar goes and what the returns upon the same are.

The man who is called upon to pay a higher price than he has been accustomed to paying may also look for better quality in the article he is buying. The taxpaying public is inclined to assume that if the schools cost more money there must be better schools, and if teachers command a better salary than ever before it is because we now have better teachers and teaching methods.

On the assumption that this is really true, it still follows that the situation also demands an appraisal on the part of the professional workers of the public mind and a corresponding adjustment of attitude. The cry for increased salaries is no longer popular or pertinent. The effort must rather be a demonstration to the effect that the higher salaries now paid are justified and thereby counteract any tendency towards unjustified reductions.

The schools must not only take a larger place in the minds and hearts of a taxpaying constituency, but the ranks of the schoolroom workers must be enthused and stimulated to the best service that is within them. The true mission of the teacher must assert itself all along the

line from the top to the bottom and give evidence of sincere thorough and efficient service.

So much for the rank and file. There is also something for the leaders of education to think about. They may properly be looked to for a demonstration of the best effort that the army of American teachers is capable of rendering. Much depends upon their attitude towards public opinion and their power of leadership in leading the professional service.

The real leaders have also another task to perform in that they must discountenance with greater energy than ever before the pseudo-educator who attaches himself to their ranks. The country demands fewer of the educational platform acrobats who constantly seek to attract and startle the populace by picturesque departures and innovations. These have a tendency to weaken public confidence.

Experimentation has a place in the field of education as it has in the construction of an automobile or a carpet sweeper, but an innovation must be tested as to its feasibility before it is shouted from the housetops. More solid science and less loose speculation is wanted. The pedagogical quack who has a panacea for every known evil, and who exploits his sensational theories on the rostrum and in the current magazines, should be driven from the temple of education.

On the other hand, the country needs more of the unostentatious and circumspect leaders who are really strong in method and manner and who are making a real contribution to the educational growth of their time. They may clothe an old truth in a new garment and thus excite renewed interest in the cause in hand, but they will not lend themselves to fancy phrases and glittering froth. They hold to tested and established lines and strive to build an educational edifice that shall be more durable in structure and more imposing in outline.

The order of the day, therefore, is to inspire the public mind with greater confidence in the service of the schools. If the public makes greater demands upon the schools than it has in times past it must expect to pay the price. At the same time the schools must deliver the goods that the public has paid for. It is only with this mutual interpretation of the bargain between the taxpayer and the schools that the continued growth and success of the country's system of popular education is assured.

THE MODERN SCHOOLMASTER AND OUTSIDE OCCUPATIONS

The occupations engaged in by educators outside of their professional office are not subjects of discussion in educational councils. They do not belong there. It is commonly conceded that the educator may leave his desk or classroom and deliver a lecture elsewhere, or do some private tutoring for a compensation. In other words, if he remains within the range of his calling no one seriously objects.

When he engages, however, in a business occupation as a side line after classroom hours, someone may raise objection, or at least resort to criticism. He is supposed to remain within the fold. Whether he performs his full duty in the salaried job he holds, is less of a question in some men's minds than that he may earn an honest dollar outside of it.

The fact that here and there schoolmasters engage in other lucrative activities outside of their schoolwork has recently led to some unpleasant discussions. In a Massachusetts city, a daily newspaper has broken out on the subject and berated two school principals (grammar school masters), who engage in outside occupations, in an unmerciful fashion. Here is some of the language employed:

"These hard-worked grammar school masters have secretaries—most of them spend their

time of the day thinking how to advance their promotion—they teach not, neither do they do their own writing. A grammar master's time after school hours should be used as the best professional men use theirs, to keep abreast with the times, to keep in touch with new teaching thoughts and ideas and advanced methods of schoolroom ethics and deportment.

"One uses after-school hours to sell stock. You would naturally think that a schoolmaster, if he sold a stock, would sell investment stock—a high-grade one—but no, this grammar master is selling speculative stock—all mining stocks are speculative, more or less, because no one can see exactly what is hidden in the bowels of the earth. Instead of letting it be known that he is peddling a third-class mining stock, he should advocate putting money in savings banks or in seasoned investments.

"Another grammar master is better known as a concert promoter than he is a master. Concert promotion means a lot of work. Who does the work in the school? We would like to interview the concert promoter's assistant principal. These are some of the hard-worked grammar masters that play at the beaches or in the country more than two months in the summer time, and with all the vacations taken out, have a working schedule—if they do their work—of about eight and one-half months in the year."

The case cited may be exceptional and one that calls for rebuke. At the same time the criticism carries with it the thought that the educator has no right to engage in any activity outside of his classroom labors except to do professional work within his field.

In our judgment it is not a question whether or not an educator may engage in other activities, provided he does full justice to his regular office, as it is the kind of activity he engages in. We have known school superintendents who served as directors, or as partners in business undertakings, without arousing criticism. In fact, these business relations have tended to enhance the respect and confidence of the public for the school official.

The educator who aims to provide for himself a competence to serve him in his declining years may find that his regular salary does not afford sufficient assurance to that end. His investment must not only be judiciously managed, but every extra dollar earned may prove welcome.

It is, of course, assumed that during the ordinary span of a career the compensation is so adjusted that, barring misfortune, a man may accumulate a sufficient sum to maintain him in old age. But, the educator should not be denied any opportunity to give himself greater assurance to that protection provided he performs his full duty to the public.

A young teacher at Stanford, Kentucky, whipped his wife at school who was one of his pupils. And then the wife turned around and had her husband arrested for assault and battery. The trouble about this fellow is that he started too near the home to exert his discipline.

Sometimes a judge appreciates the trials of the schoolmaster. "The only way you can reach the souls of some children is through the seats of their trousers," said a Chicago judge when he dismissed the charges against instructors who had been arrested for resorting to corporal punishment. "I was once a school teacher myself and believe in corporal punishment," he added.

—One of the first acts of Mayor-Elect O'Hara of Worcester, Mass., was a recommendation to the city council providing for an appropriation of \$300,000 for the rehabilitation of the school building plant. The chairman of the joint standing committee on public buildings has called a meeting to organize and begin the work of fulfilling the school building program recommended by the school committee.

The County Unit—a Neglected Aspect

G. W. Willett, La Grange, Ill.

Much has been said and written relative to the advisability of extending the school unit of taxation to include more territory than the usual district. The benefits which would arise from furnishing opportunities for education of rural pupils equal to those enjoyed by city children has been offered as a reason for such extension. Another argument advanced has been that such extension of districts would equalize the burden of supporting desirable types of schools. In other words, the poorer districts would theoretically benefit from the distribution of revenue collected in the wealthier districts and could accordingly support better schools and at less sacrifice. The matter of consolidation of districts has been argued pro and con. There are opponents and proponents of consolidation. This article is in no way interested in the merits of consolidation or any other system of control. The phase here discussed is economic rather than social.

The county as a unit has been advocated by number of educators. Others have advocated handing over to the state much of the financing of public schools. By far the greater number of those who favor either the county or state as a unit, recognize that in extending the unit, no new sources of revenue are really being discovered. The only advantage would arise from the possibilities of equalization of tax burdens and educational opportunities. The theory is that by extending the taxing unit, the burden of taxation would be distributed according to the ability of persons or property to bear taxation. Theoretically, the principle is sound. Practically, the whole matter is seriously called in question.

In order that property may bear taxation at any particular time and continue to bear taxation thereafter, it is necessary that there be a residue in income from the property after taxes, depreciation, and necessary expenses have been deducted. Such residue should at least be equal to the actual returns from interest on money. Federal bonds pay better than four per cent on the investment, are not subject to income taxes, and will probably rise above par in a few years. First-class industrials pay higher rates. Hence investments in property of any nature should be expected to return a clear margin of better than three per cent. Whenever income becomes depleted below some such margin, capital will begin to withdraw from active use. At any time when capital begins to withdraw from any field of production, it is well to seek the cause of such withdrawal.

The county unit plan in an ideal county would probably be preferable to the district system. The difficulty arises from the fact that the ideal county seldom if ever exists. In the State of Illinois there are 102 counties, varying in size from 172 square miles in Putnam County to 1,191 square miles in McLean County; in population from 7,582 in Putnam County to 3,219,828 in Cook County, and in full assessed valuation from \$4,109,064 in Hardin County to \$3,619,533,194 in Cook County. There are all variations of ratios between rural and urban population in the several counties. Fifty-six counties decreased in population between 1910 and 1920. The counties which showed decreases were rural. In these same counties, the larger population centers tended to increase while the rural regions tended to decrease. In those counties in which increases in population occurred, the increases were due in virtually all cases to the growth of one or more cities in the county. All heavy increases were due to urban growth. In other words, the agricultural population of Illinois

was decreasing while city population was increasing.

In Illinois, as in most states, the revenue for schools is largely secured from the general property tax. All the problems of inequalities in assessment of property are inextricably bound up in the matter of securing sufficient revenue for schools. The ability of property to bear taxation as has been indicated is based directly on the net income from the property. Assessed valuation under the general property tax is not based directly on income; in fact, in most cases little consideration is given by assessors to the potential income from the various kinds of property which they assess. Real estate, especially rural real estate, is very evident. No assessor has any difficulty in discovering it. On the other hand, less tangible property may be and often is either hidden by the owner or neglected by the assessor. In a wealthy residential suburb of Chicago, the assessor failed to report a single diamond and found but few musical instruments, but not a single farm in the same school district escaped assessment. The illustration could be duplicated for other types of property for any county in the state. If diamonds and musical instruments could not be found, what must have been the case for stocks, bonds, and similar securities?

In other words, the property in rural regions of the State of Illinois is of necessity more easily gotten at than is the intangible property of urban centers. The result is that in any tax spread over the entire county, much property in the urban centers fails to be reported and consequently does not bear its due share of the tax burden. A study of certain high school districts which have been formed about small urban or village centers, in various parts of Illinois, indicate that from two-thirds to five-sixths of the assessed valuation of property in such districts is in farm lands. If the county unit were established the ratio of rural to urban assessment would increase. Consequently, rural property would be compelled to pay an unjust share of the county school tax.

The fact that rural population is decreasing while urban population is increasing is coupled with the fact that rural school population is likewise decreasing while urban school population is increasing. The influx of large immigrant families to the urban centers unduly increases the school population of such centers

while adding nothing to property of the community. Under the county unit system this added school population would be a burden upon each farm of the county, in the ratio that the farm's assessed valuation was to the total assessed valuation of the county. Such immigrant families may be potential assets to the urban community but certainly cannot be considered other than a liability to the farmer who lives twenty miles or more distant from the urban center. The county unit, in many counties, instead of guaranteeing rural pupils educational opportunities equal to those of urban pupils, would cause rural property to bear added tax burdens in order to help educate the increasing school population of urban centers with disproportionately low assessments.

Can rural property bear such added burdens? In many cases, most certainly not. There were rented farms in Illinois in 1922 on which the rental per acre was less than the taxes paid per acre. Many farmers in Illinois were seriously considering the advisability of selling their farms at a sacrifice because the income from the farms was eaten up by costs and taxes. The desirability of net income as a basis for assessment is being brought home to farmers in Illinois in no uncertain manner. Senator Borah and others have been telling the public that there must be help for the farmer. Theodore Roosevelt attempted to start a "back-to-the-farm" movement. It is generally conceded that agriculture must remain one of the chief industries of the United States, if the nation is to prosper. Any movement that saddles an unjust burden upon the farmer, carries a threat to the general welfare. It is useless to urge boys to stay on the farms when their fathers are scarcely eking out a mere subsistence on a sixteen hour day while a plasterer works a few hours per day and drives his limousine during long hours of recreation. The county unit is directly connected with this problem.

If there can be some reform in the methods of taxation which will place the burden of taxation on property in accord with the net income from property, the county unit may be considered a possible solution to many of our school problems. Until such time as reforms in methods of taxation do equalize the burden, the county unit may lead to a serious economic situation. Social reforms must be based upon solid economic principles, if they are to become permanent. Any extension of the limits of school taxing units should be attempted only after an investigation of the possible economic results.



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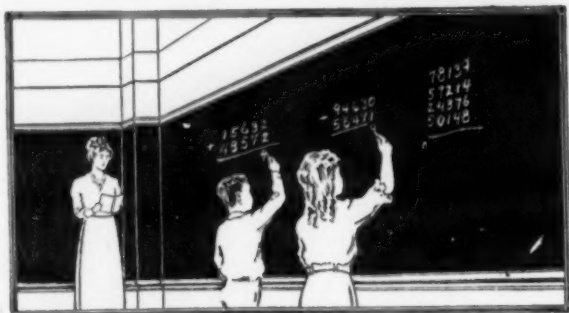
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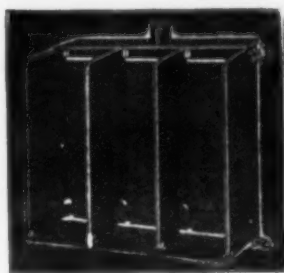
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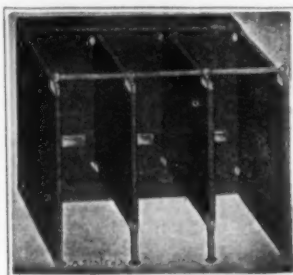
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School Lands and Funds

The Tennessee Pub. Acts of 1921 (c. 40), making it obligatory upon counties to maintain within their borders at least one first-class high school to be located where the greatest number of pupils may be benefited, is held not invalid as class legislation, in violation of Tennessee Const. Art. 11, § 8.—*State v. Smith*, 254 S. W. 554, Tenn.

Under Tenn. Pub. Acts of 1921 (chapter 40, § 1), requiring a county to maintain a high school to be located where the greatest number of pupils may be benefited, and Pub. Acts of 1921 (chapter 120, § 5, subsec. 2), conferring on the county board of education power to administer the school system within the county, the location of the high school is within the sound discretion of the county board of education.—*State v. Smith*, 254 S. W. 554 Tenn.

Schools and School Districts

The Wisconsin Statutes of 1921 (§ 40.03 [1]), providing that a school district shall be deemed organized when two officers elected at its first "legal meeting" file acceptance, etc., and shall also be deemed legally organized when it has been "duly organized" for four months, and that no action attacking legality of the district's formation shall be taken after expiration of such period, being curative, "legal meeting" means one called under authority of the law as to formation of school districts, and so may include one in which irregularities may have intervened; and "duly organized" means a district organized pursuant to such law though not in all respects regular.—*State v. Melstrand*, 195 N. W. 314, Wis.

A child who lived on land of the United States on which a federal Indian school was located did not reside in the school within the territorial boundaries of which the land was situated, under the South Dakota Rev. Code of 1919 (§

7517) as amended by Laws of 1921, chapter 214, requiring school districts to pay tuition for attending high school by pupil living in district, since such land was not a part of the district under the Laws of 1895 (chapter 129) ceding jurisdiction over such lands to the federal government.—*School Dist. No. 20 of Pennington County v. Steele*, 195 N. W. 448, S. D.

Where 318 persons appeared on the pollbook as voters, 152 votes were cast in favor of organizing a district, 127 against it, and 39 ballots were thrown out as defective, the case is within the Illinois Laws of 1921 (p. 809) validating steps taken to organize a school district where "a majority voting on the proposition" voted in favor of organizing, as "a majority voting on the proposition" is determined by the ballots, not by the pollbook.—*People v. Hedlund*, 141 N. E. 150, Ill.

An order of a board of education "Motioned and seconded that Big Lick and Green River districts be consolidated with Onton, and Sassafras district be dissolved, and pupils be allowed to attend school at either Onton, Dunville, or "Parker," was valid and enforceable in so far as it attempted to consolidate the three districts, but was a nullity as to that separable part which attempted to dissolve the Sassafras district without attaching the pupils to another district or districts, under the Kentucky Statutes (§ 4426a5) and the Sassafras district continued to be an entity entitled to have its district school continued.—*Dickerson v. Webster County Board of Education*, 254 S. W. 907, Kentucky.

School Government, Officers, and District Meetings

Where three of the trustees of a school district from the time of an asserted division, abandoned claims to being trustees, and not only had not further acted in that capacity, but had treated the old district as no longer existing, and the other appellants had either acquiesced in or participated with them, in this course of conduct, they were not entitled, two and one-half years later, to ask a court of equity to oust in their favor the others, who were acting as trustees for the former district, whether rightfully so or not.—*Grawunder v. Stravoski*, 254 S. W. 655, Tex.

School District Property, Contracts, and Liabilities

A grant of real estate for use as a school-house site, coupled with a condition subsequent, will not warrant a forfeiture of property by implication on account of additional use for purpose of producing oil.—*Priddy v. School Dist. No. 78, Cotton County*, 219 P. 141, Okla.

Under the Oklahoma Revised Laws of 1910 (§ 3881) requiring public officers when contracting for the public building to take bonds running to the state, conditioned to pay all debt for labor and material, a bond which runs to a school district instead of the state, if otherwise in conformity with the statute, is a valid, statutory bond.—*Klein v. Beers*, 218 P. 1087, Okla.

A bond taken by a school district from a contractor for schoolhouse, running to the school district as well as to all persons who may be entitled to liens under the contract, and conditioned for performance of all covenants and agreements and promptly to pay and discharge all debts, is a sufficient compliance with Revised Laws of Oklahoma of 1910 (§ 3881) and is not for the benefit of only those material-men and laborers who might become entitled to liens.—*Klein v. Beers*, 218 P. 1087, Okla.

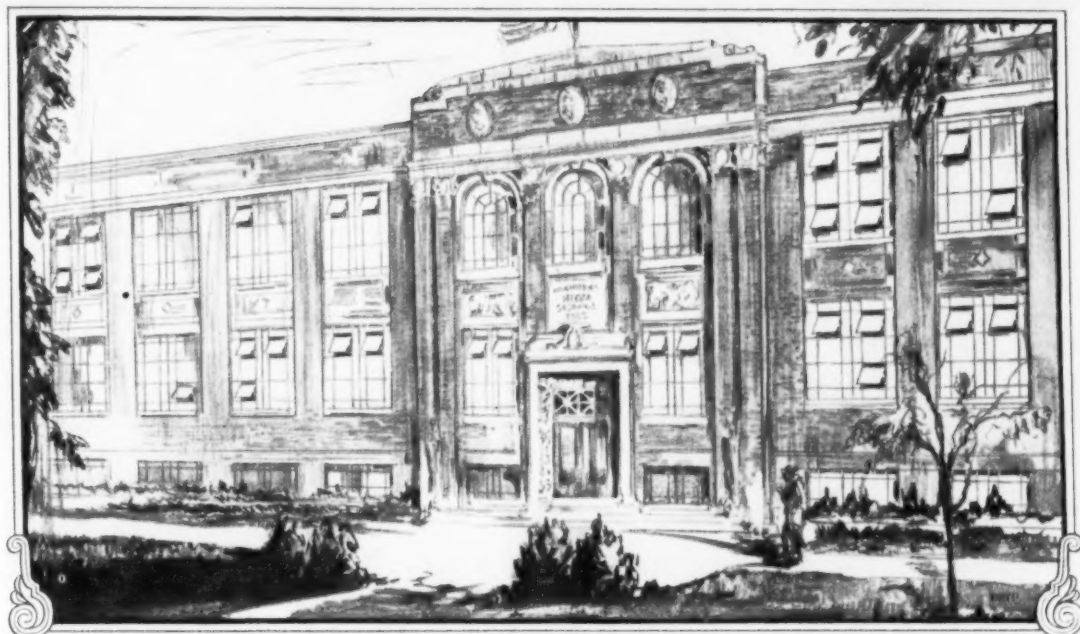
A bond naming all persons who may become entitled to liens as obligees and providing that those who might become entitled to liens might sue on the bonds, does not limit its terms to that class as a public building is not subject to liens and those words are without force and the bond is to be interpreted as though they were omitted.—*Klein v. Beers*, 218 P. 1087, Okla.

School District Debt and Taxation

An order of the board of supervisors levying a school tax, under the Mississippi Laws of 1918 (c. 172, §3) is invalid, unless it appears from the minutes of the board that the petition therefor required by statute to be signed by a majority of the qualified electors of the school district, was filed with the board.—*Great Southern Lumber Co. v. Jefferson Davis County*, 97 So. 545, Miss.

A board of education cannot levy a tax for building purposes, with a view to accumulate a fund to be used for that purpose at a future time, which had not been decided on when the

(Concluded on Page 74)



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(Concluded from Page 72)

levy was made.—*People v. Bell*, 141 N. E. 187, Ill.

The Illinois Act of May 10, 1921 (p. 798, § 3, 4) did not validate an unauthorized school building tax, as such a tax cannot be validated by a curative act.—*People v. Bell*, 141 N. E. 187, Ill.

The expenses of a district for educational purposes cannot be paid out of a tax levied for building purposes, as such a tax must be expended for building purposes only.—*People v. Bell*, 141 N. E. 187, Ill.

Pupils and Conduct and Discipline of Schools
Under the Michigan Comp. Laws of 1915, 5081, directing the board of health to use all possible care to prevent the spread of dangerous diseases, and a city charter provision conferring on the city board of health the power conferred on health boards by the general laws, it was not an abuse of discretion for a local board to require vaccination of pupils in the public schools as a condition of admission thereto.—*People v. Board of Education of City of Lansing*, 195 N. W. 95, Mich.

While the fact that the relator's children, residing in an abandoned school district and living on an intersecting road at a point only one-half and three-fourths mile, respectively off the main route used by the township trustee in transporting school children, under the Indiana Acts of 1919 (c. 27, § 1) were compelled to cross railroad tracks each day on foot to meet the school bus on the route and without being provided with shelter at the meeting place, might properly be considered by the township trustee and county superintendent, together with any other pertinent facts in determining where the school bus shall be driven, the Appellate Court, cannot interfere to control their action in the absence of a showing of abuse of discretion vested in them, and whether it was better for the children to cross the railroad each day, or to drive them across it with other children, was a question for the officers to decide.—*State v. Miller*, 141 N. E. 60, Ind.

LAW AND LEGISLATION

—The Lucille Nicol case in New York City is still alive. The eligibility of Miss Nicol who was promoted from a principalship to a district superintendency is questioned. Dr. Ira S. Wile, a former school board member, has petitioned Dr. Frank P. Graves, state commissioner, to

declare her position vacant. Meier Steinbrink, Miss Nicol's attorney, holds that the state head lacks jurisdiction, and will go into the court to secure a determination.

—A measure to lengthen the school term from 24 to 36 weeks was defeated by the Iowa legislature. Amendments providing for certificates for teachers in private schools, and providing jail terms for parents who fail to comply with the compulsory attendance law, were also defeated.

—J. J. A. Frontier, president of the New Orleans, La., school board will support the one mill state tax recommended by Thomas H. Harris, state superintendent. Owing to the rapid growth in school population, New Orleans will have to provide more school buildings and will ask the legislature for more ample support.

—Francis G. Blair, state superintendent of Illinois, has submitted a number of questions to the attorney general affecting teachers' pensions. Among them was the following. "Can a teacher who has taught fifteen years in the public schools of Illinois go into another state, reside there and complete her twenty-five years of service and retire under the Illinois law?" "No," the attorney general held, "the last years must be taught in the public schools of Illinois."

—The state examiner of Ohio holds that a superintendent's salary cannot be raised during the term for which he is appointed. Thus, a finding is made against Superintendent C. A. Krout of Tiffin for \$1,000 and Superintendent F. H. Warren, Fostoria \$600.

—The South Carolina legislature has under consideration a measure which will distribute \$400,000 in aid of school systems planning to erect new school buildings and duplicating the amounts locally raised for that purpose. It provides that: No one school shall receive more than one-third of the cost of the building when completed, equipped and ready for occupancy. "A school of one classroom shall not receive more than \$800; two classrooms, not more than \$1,600; three classrooms, not more than \$2,400; four classrooms, not more than \$3,200; five classrooms, not more than \$4,000;" and so on up to ten classrooms \$8,000; or at the rate of \$800 per classroom.

—The methods employed by the Leipzig, Ohio, school district have been criticized by the state examiner. Members of the school board have

been selling supplies and insurance to the school system which is in violation of the state law.

—A measure in the Iowa state legislature to make the office of county superintendent elective was defeated by a vote of 54 to 47. Representative H. S. Berry charges that an educational bloc exists in the state. He says: "The educational bloc has been responsible for the substitution of muscle for brains in our colleges, frills for educational instruction, football, wrestling matches, boxing and other sports for mental development."

—The Urbana, Ohio, board of education finds itself confronted with a deficit which will mean the closing of the schools by May 1. The contracts with teachers, however, call for a ten months' school. If the schools continue beyond May 1 there will be no funds to pay the salaries; if the schools close the teachers will have a claim for salaries. The attorney general has given it as his opinion that the state can afford no relief in the matter.

—The new school code for the state of Alabama prepared by State Superintendent W. F. Bond, and associates is under consideration by the state legislature. The purpose of the new code is to eliminate conflicts and inconsistencies pertaining to the common schools up to sistencies, repeal obsolete laws, and bring the date. There have been so many changes made in the school laws during the past decade that it is well nigh impossible today for the educational leaders to tell what is law and what isn't, and as for the lawyers, they confess utter ignorance on the subject and will not even attempt interpretations.

The code commission of Iowa has formulated a bill whereby all educational institutions, private and parochial as well as public, are placed under the supervision of the state superintendent. That official believes such a law to be unnecessary. Neither does the state teachers' association wish the same to be enacted.

—The Western Ohio Superintendents Round Table adopted resolutions on the subjects of school taxation. These recommend a periodical appraisal of realty, the strengthening of the personal property tax and the introduction of the system of income taxation.

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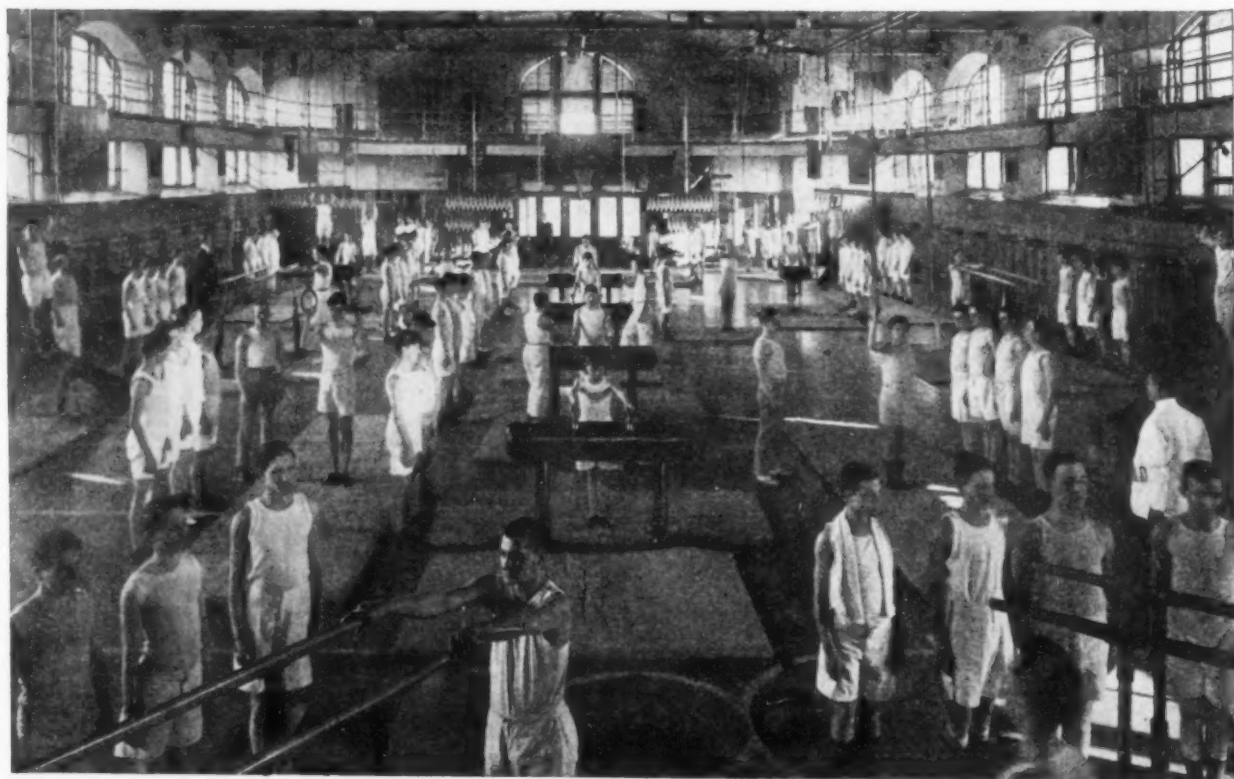
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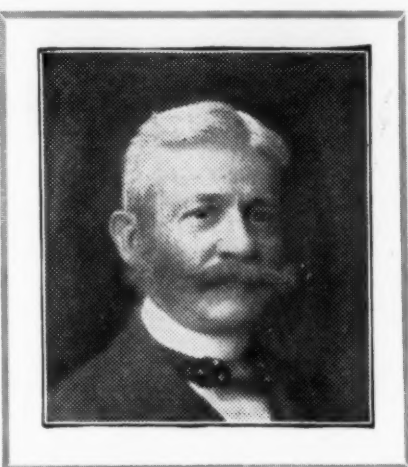


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SCHOOL BOARD NEWS

AMONG BOARDS OF EDUCATION

—Lebanon, Tenn. Following a ruling of the attorney general that all of the year's budget must be applied to the current school year rather than to paying off old indebtedness, the board has ruled that an eight months' term shall be allowed for elementary schools and seven months for high schools of Wilson County. In some towns the schools will be continued for the full nine months by means of private subscriptions.

—Spokane, Wash. The school board will experiment with an electric siren at one of the schools in the heavy traffic section. The siren warns motorists that school children are about to fill the streets and that they must proceed with caution.

—The growth of school attendance in Maryland has been more than 26,000 since 1920, of which about 16,000 are in counties and the remainder in Baltimore City, according to State Supt. A. S. Cook. The increase is attributed to the fact that children stay in school longer, the compulsory education laws are more strictly enforced and to the further fact that there has been an increase in population. Baltimore county had the largest individual increase with about 2,800 additional pupils during the three-year period, and Prince George County followed with an increase of 1,760 pupils.

—State Supt. Francis G. Blair of Illinois has declared that the introduction of supervised study into the daily program of the one-teacher school is gradually being effected. According to Mr. Blair, the handicap of too many recitations must be overcome so that the teacher will have time to instruct and drill and that the pupil may have a chance to become interested and apply himself to the solution of the problem. He points out that the teacher who gives

all her time to hearing recitations is wasting much of her own time, and that the pupil often fails to learn a lesson because of a lack of the teacher's help, thus wasting his time and losing interest in the work. Most of the pupil's time should be spent in study under the direction of the teacher.

—School boards in Wisconsin failing to transport pupils residing a mile or more from a consolidated school to a schoolhouse are subject to a fine of \$10 a day, according to Assistant Attorney General Bump. Children living more than a mile away must be transported by the nearest highway.

—Four-year terms for members of the school committee have been provided in a bill presented to the Massachusetts legislature for biennial elections. Under the present plan, two members of the board are elected annually for terms of three years.

—The school board of Evansville, Ind., has refused a request of one of the local clubs that dancing be allowed in the schools. The request was made as a means of elevating public dances attended by high school students.

—The high school athletic association of Easton, Pa., is to come under the control of the school board in accordance with the provisions of the state school code. The action is the result of criticisms and complaints to the school board over the sweater question for the football team.

—The school board of Stevens Point, Wis., has asked for the cooperation of the police department and the city council in preventing street games by school boys. The board desires to prevent children from accidents due to street traffic.

—The school board of Newport News, Va., recently refused permission for school children to sell tickets for a field day celebration. The action was taken because the members felt that the selling of tickets for any affair would set a bad precedent and lead to much criticism.

—A suit to enjoin the Orleans Parish, La., school board from permitting janitors, janitresses, porters and portresses from selling pencils, erasers, stationery, candy and other articles on school property has been filed in the civil district court by O. J. Ralph, who conducts a general merchandise business near the Wilson School. Mr. Ralph charges that this permission

by the school board of the use of public property for private gain is violative and in excess of the powers of the board, and at the same time, causes taxes to aid public funds to be used for the aid and assistance of private citizens, and individuals, for private gain.

—The school board at Newark, O., has ruled that janitors may not hold two jobs and that they must give their entire time to school work. The order was the result of complaints that the janitors did outside work with the result that the school buildings suffered for lack of attention.

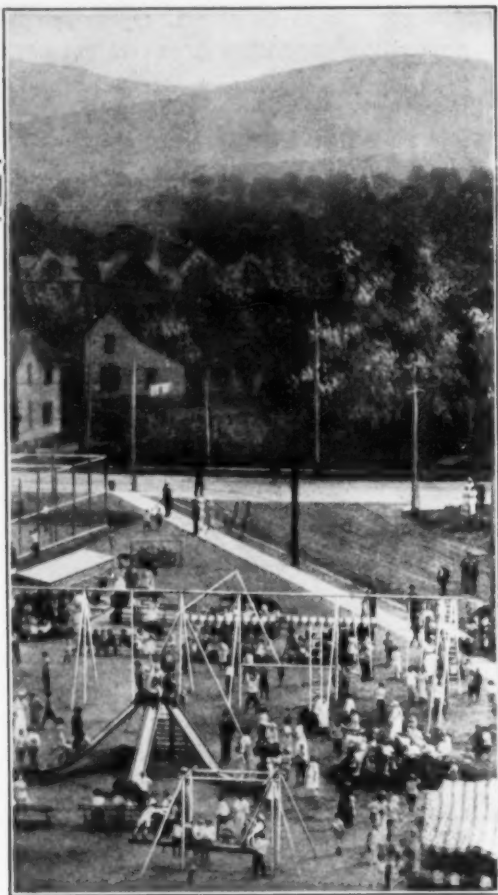
—The school board has adopted rules governing the use of tobacco on school property. Pupils who use tobacco in any form while under the jurisdiction of the schools are subject to suspension. Teachers are also subject to dismissal when using tobacco in any form while on duty as instructors, or engaged in athletics or the supervision of games.

—A board of education may provide for the support of an indigent parent in order that a child of school age may be kept in school, according to an opinion of Attorney General Crabbe of Pennsylvania. The opinion holds that an attendant may even be provided if failure to do so would keep a child from school.

—The school board of Weston, W. Va., has prohibited the holding of socials, box suppers and similar affairs in schools except by special permission. The order became necessary because a large number of these affairs distracts the pupils' minds from their work.

—A reorganization of the board of education of Madison, Wis., has been ordered with the adoption of a report of the special committee. The outstanding features will be the elimination of the board committees and the adoption of a plan of direct administration by the board. Only one committee, the auditing group, will remain in existence. A school board secretary, not a member of the board, will be employed on full time, at a salary to be fixed by the board.

—The board of education of Fairport, N. Y., subjected its school system to a careful expert study in order to establish cost compared with other school systems. H. Claude Hardy, who made the study, ascertained the ability of the village to meet school expenditures, enumerating bonded indebtedness, taxable wealth, bank deposits, etc., etc. He established by compara-



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tive figures just where Fairport stood with other similar units of population and found that its tax rate was low and its school costs moderate.

—The Schuyler County, Mo., school board convention was held at Lancaster. President A. F. Botts of the Swanson district presided. The subjects discussed included present school needs, legal duties of school boards, and classification of rural schools. State Superintendent Charles A. Lee was the principal speaker.

—A motion to eliminate all executive sessions of committees was defeated by the board of education of Milwaukee. It was the judgment of that body that there are phases in school administrative life which are not wisely given to the public until fully formulated and digested.

—F. J. Schmitz, a member of the Elgin, Ill., board of education, is promoting the safety movement in the schools. The local association of commerce is fostering the movement. The proposal is to teach traffic regulations and the best way to eliminate accidents.

—The school board of Stevens Point, Wis., has taken note of the fact that the boys playing "shinny" on the streets are exposed to traffic dangers. The matter is to be met with the aid of the police department and the heads of the several schools.

—The rules and regulations of the Bridgeport, Conn., board of education are printed in pocket sized pamphlet form. These cover not only the rules governing board action, but deal also with the duties of the supervising body and the conduct of pupils, and with the janitor service and the use of the buildings other than strictly school purposes.

—At Newark, Ohio, the high school students walked out on a strike recently owing to some differences that had arisen regarding the use of the gymnasium. The strikers were informed that none can return to school without permits granted by the board. The latter is determined to show the students who is in authority.

"Teachers should see to it that candidates unfriendly to education are sounded out with reference to policies likely to affect the schools harmfully and placed on record. Such nominees cannot withstand the light of full publicity," said Superintendent R. J. Kiefer of Niles, Ohio, to a body of educators recently. "A little more care and anxious concern during the primaries will make it less necessary for the school people

to lobby to prevent harmful proposals or become objectionably suspicious in looking in on the proceedings of our lawmakers."

—A suit has been filed against the school board of New Orleans, La., enjoining that body from permitting the sale of stationery, candies and other merchandise on school premises. It is alleged that the school board has entered into a contract for a consideration, which goes into the school fund, whereby private parties are privileged to engage in business on public premises. It is contended that such a contract is in violation of the law and that the school board is without authority to enter into it.

—A board of education may not lawfully make contracts for buildings and repairing buildings and furniture, when the contracts involve expenditures in excess of the funds legally at the disposal of the board, according to a decision of the West Virginia Supreme Court. The decision reverses a decision of the Kanawha County Circuit Court and perpetuates an injunction forbidding payment of two debts of \$12,000 and \$24,000 for work done on school buildings, and \$8,761 for desks furnished to the board. The court ruled that contracts so made and orders issued under them are void and cannot be enforced.

Court action had been brought to prevent the Kanawha County board from paying or collecting the indebtedness, either by a levy of bonds or payment of school orders, for the reason that the board had gone ahead with the work in the face of a depleted building fund.

—Bills providing for the elimination of the Providence, R. I., school board of thirty members, and substituting a committee of seven, to be elected by the voters at large, have been presented in the Rhode Island legislature. The bills provide for two-year terms and vest authority in the Mayor to fill vacancies occurring between elections.

—Mr. Ernest C. Green, vice-president of the school board at Washington, D. C., is opposing a movement to place the appointment of the members of that body in the hands of the district commissioners. Mr. Green holds that a change to such a plan would make "yes" men and women, meeting to carry out plans made in the district building.

—Prof. George D. Strayer, of Columbia University, New York, who is in charge of the sur-

vey of the Providence, R. I., schools, urges the elimination of the present school board and the creation of a small board in its place.

—The school board at Owosso, Mich., is considering the creation of the office of business manager for the school system.

—Akron, O. Under a resolution of the board, the principal of the high school has been ordered to return a flag and Bible given him for school use by members of the Ku Klux Klan.

—The school board of Pasadena, Calif., has asked that the board of supervisors adopt an ordinance establishing "stop zones" in front of each school, requiring each vehicle to come to a dead stop upon entering a school zone.

—The school board of New Haven, Conn., has assumed the obligations of a separate body, apart from the city government and has made application for a seal. It was voted to hold a competition in the schools as a means of securing the most original designs for a seal.

—At the school election on March 11 the voters of the City of Spokane will pass on the issue of bonds to the amount of \$475,000. The chief purpose for which these bonds are to be issued is for the building and equipping of the first unit of a third high school. High school attendance in Spokane has increased 84.7 per cent in the last ten years and the average daily attendance increased by more than a thousand in the last five years. As a result the two high school buildings now in use with about 2,000 students in each building are no longer able to care properly for Spokane's high school students.

—When L. C. Humes assumed the presidency of the Memphis, Tenn., board of education the school system was confronted with an overdraft of \$250,000. This overdraft has now been wiped out and the press congratulates the board upon that achievement. Mr. Humes' associates on the board are Morgan Ketchum, J. W. Prescott, Mrs. J. D. Browne and Mrs. Walter Gray.

—An educational pageant, picturing one hundred years of progress, was staged by school people of Kent, Ohio, under the direction of Superintendent W. A. Walls. One of the scenes dealt with a pioneer school of 1819, another with a pioneer school board meeting of 1868, and another with a modern school of 1923.



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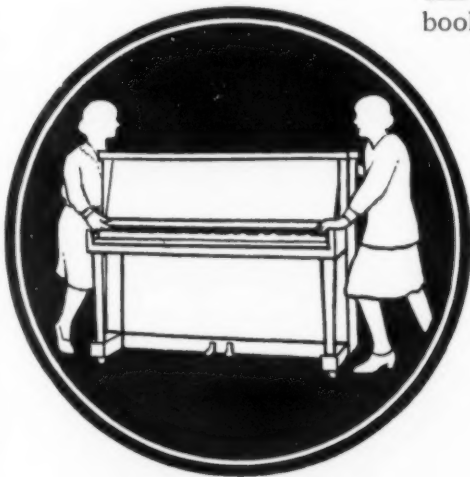
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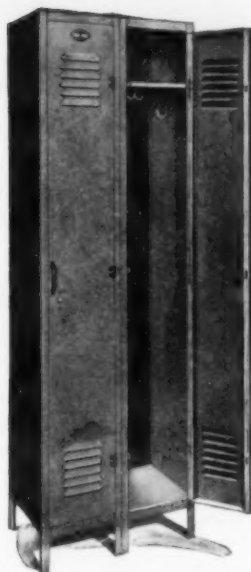
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AMONG BOARDS OF EDUCATION.

—Superintendent William M. Davidson has recommended to the Pittsburgh, Pa., board of education that the down town board's headquarters be located at the Beeleville school. This, it is said, will cut down the overhead considerably.

—Disrespect to the flag, the naming of a school, and the alleged incompetency of a janitor were the issues involved in a school controversy in the Millham school district, near Kalamazoo, Mich. An election was held to vote on the recall of Charles Mohny and Monroe Kilgore, board members, for failure to require the display of the flag and to change the name of a school building named in honor of a war veteran.

—A suit asking \$500,000 damages from the school board of Alexandria, Ind., the attorney, the superintendent, Clarence C. Shipp, Indianapolis ventilating device manufacturer and four associates, has been filed in the court by Herman Zietlow, a local ventilating device manufacturer. The complaint alleges that Zietlow obtained a contract from the board to install the ventilating equipment in the high school. He had received payments amounting to \$15,895 and had filed claim for the remaining \$3,105 when he was arrested charged with attempting to collect money on an illegal claim. With the aid of attorneys, the charges against Zietlow were nolle prossed. It was alleged that Shipp and his associates then conspired to press the charges because they desired to remove him as a competitor in the ventilating business. A large list of defendants are named in the suit.

—The school board of Perth Amboy, N. J., has ruled that married women may not in the future be employed as teachers in the schools. In the opinion of the members, a married woman cannot be in two places and do justice to both the home and the school.

—Public school districts of Illinois, during the past year, spent a total of \$19,628,644 on new grounds and buildings and equipment. Vermillion county led all others outside Cook County, in the amount received from the sale of bonds and the total outlay of capital for school buildings, equipment and grounds. The county collected \$710,795 and spent \$582,237. Of that amount, \$565,602 went for new buildings and grounds.

The state total spent by school districts for new buildings and grounds in 1922-23 was \$17,960,096, and the total for new equipment was \$1,668,548.

Among the counties which spent more than half a million dollars on schools last year were Cook, Kane, Will and Winnebago.

—In a poll vote taken by the Providence Journal of Providence, R. I., sixteen of the thirty members of the school board have favored elimination of that body, and the substitution of a small board. Only four were against the proposal. Several members declared they would gladly vote themselves out of office to make way for a small board, which they believed could manage the schools with maximum efficiency.

—Suit has been begun against the Reed Township school board of Seneca County, Ohio, to compel that board to furnish transportation or board for high school students. The township board had refused to provide transportation for two pupils, Irene and Mary Ball, who lived four miles from a high school. A judgment of \$455 was asked against the board as reimbursement for furnishing transportation.

—School boards in consolidated districts of Wisconsin must provide transportation to children living more than a mile from a school, or be subject to a fine of \$10 a day for each violation, according to W. W. Gilman, assistant attorney general of the state.

—A move to place the state board of control and education of Iowa under the supervision of the state board of audit failed of passage in the legislature.

—Bethany, Mo. To prevent future strikes of high school students, the board has adopted a rule automatically suspending from school, any pupil who shall walk out, strike or openly defy the regulations of the school. The rule reads:

"Resolved by the board of directors of the Bethany school district this 17th day of January, 1924, that if by any concerted act or prearrangement any body of pupils of this school walk out, remain away, cut class, strike, or in any manner openly and notoriously violate the known rules and regulations of the school, or by any concerted act defy the authority of the faculty of said school, then each pupil participating in said act or acts shall be suspended from said school until they shall have obtained a

written order from the board of directors of the Bethany schools reinstating them."

The rule is the result of a pupils' strike which took place just before Christmas. Supt. F. E. Patrick had refused permission to the students to hold a Christmas tree program and they indicated their resentment by remaining away from classes.

—The Clayton consolidated school, at Clayton, O., was reopened on February 4th after being closed during the adjustment of an extra three-mill levy. In a petition, the voters remonstrated against the closing of the school and urged that the levy be passed.

—Paterson, N. J. The Citizens' Committee of Fifteen, of the Citizens' Educational League, has prepared a bill for presentation in the legislature, which in effect, terminates the terms of office of all members of the board on July first. The bill is the direct result of the failure of the board to revoke the many job-creating resolutions of the December meeting. As the board had failed to heed the plea of the committee that it endeavor to correct the abuses, it was the belief of the latter that the board members were no longer fit to hold public office.

—Property belonging to the Illinois State Normal University at Normal is "private property belonging to the board of education of the state of Illinois, and as such is not entitled to the legal services of the attorney general," according to an opinion given State Supt. Francis G. Blair by Attorney General Brundage.

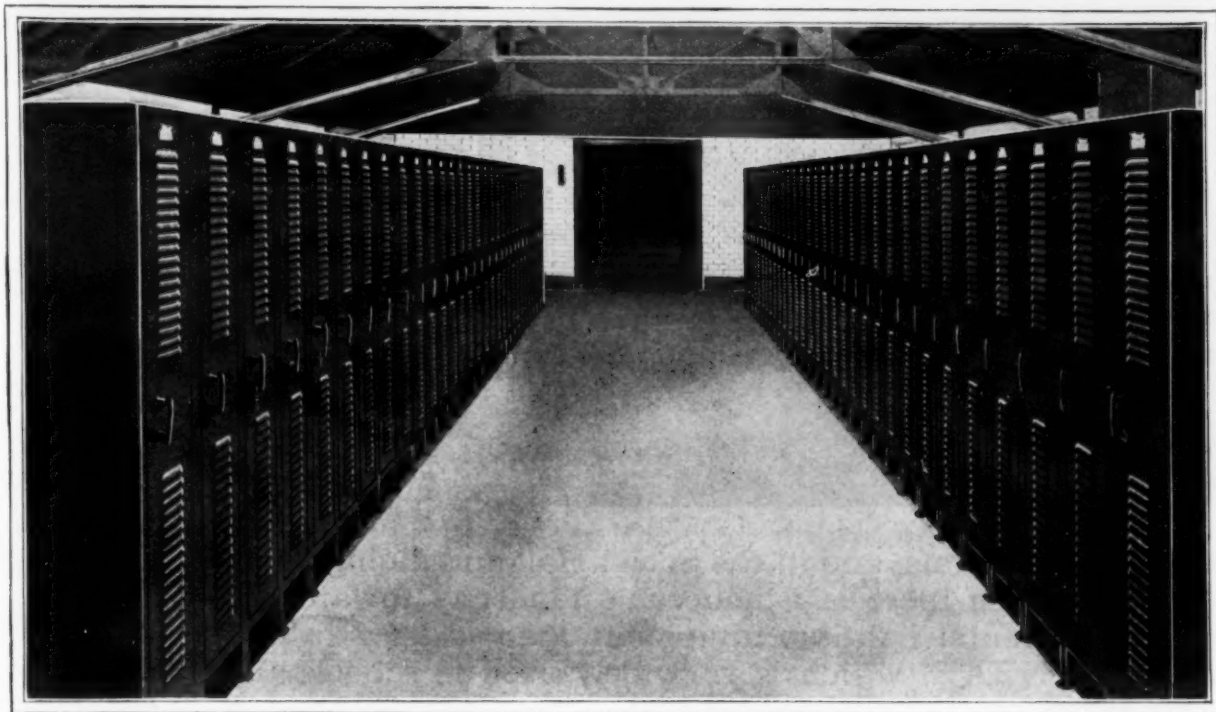
—The school board of Urbana, O., has won the suit brought by the Hammond Heating and Ventilating Co., of Cincinnati, to force the installation of its heating plant in a new school building. The suit followed the letting of the contracts for new heating apparatus last spring, when Mr. Hammond charged his firm should have been awarded the contract because he was low bidder. The decision affirms a decision of the common pleas court which had rendered a decision in favor of the school board.

—The school board of Coventry, R. I., has adopted a storm signal for village schools where there are mill or factory whistles.

—Kalamazoo, Mich. Monroe Kilgore and C. H. Mohny, school board members about whom a fight has raged in the Millham district, retain their seats on the board as a result of a vote

(Concluded on Page 82)

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The special olive green enamel finish is the result of years of experiment. It will not show dirt or finger prints. It reflects instead of absorbs the light.

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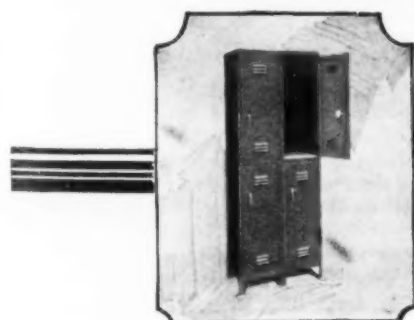
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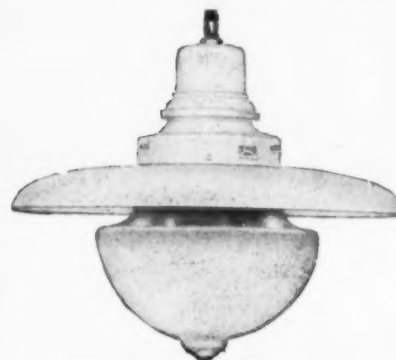
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FOR school auditoriums, and in the Social Hall and dining room of college buildings there is a noticeable tendency toward the use of more ornamental lighting equipment than is used in the class rooms. DENZAR, which is so widely used in schools and colleges because of its evenly distributed, glareless light, is made in both plain and ornamental types.

A careful reading of our DENZAR Catalog is the first step toward better school room illumination. We shall be happy to mail you a copy on request.

Beardslee Chandelier Mfg. Co.

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(Concluded from Page 80)

taken by the election board. Petitions for the recall of the two members lost heavily.

—Declaring that a public school is not a proper place for a card party, the school board of Jackson, Mich., has refused permission to hold a card party in the Bloomfield School.

—Suit has been brought in the courts by V. Edwin Kopf in an effort to prevent the school board of Indianapolis from taking away a contract for architectural services for the proposed Shortridge High School. The complaint which is directed against the members of the board and the business manager, is based on the alleged fact that after a contract was executed and confirmed, the board voted to rescind it, an action which gave the firm the right to sue for damages. The contract was awarded by the board before the two new members took their seats the first of the year.

—The high school principals of New York City will take steps to enforce the board of education rule which forbids fraternities and sororities. At the same time non-secret societies will be encouraged and the following is proposed: "That non-secret societies and clubs may be organized and maintained in the public schools provided that their purpose shall be in harmony with the legitimate work and interests of the school; that their membership shall be composed of pupils in actual attendance in one school only, and open to all such pupils who are in sympathy with the stated aims and purposes of the society or club; that such societies or clubs shall not be affiliated with similar societies or clubs in any other school; that the names and membership lists of all such societies or clubs shall be filed with the principal; that full information as to their activities shall be furnished to school authorities whenever requested by them; and that their meetings shall at all times be subject to the supervision of the school authorities and shall be held either in the school buildings or at the homes of members, as approved by the principal."

—The school board at Dubuque, Ia., has successfully marketed \$29,000 in school bonds. The bonds are short time bonds, running eight years and were sold at four and one-half per cent par. With the disposal of these bonds, sufficient funds remain for the completion of the

building program outlined a year ago. Since the bonds were issued, three new schools have been erected and repairs made on all grade schools.

—The school board of Ridge Township, near Van Wert, O., has filed suit against the Pennsylvania Railroad, asking \$1,000 damages for the destruction of a passenger truck in January, 1922. The charge was excessive speed and failure to give proper signals of approach at a grade crossing.

—The Lincoln, Nebraska, schools may be closed for shortage of funds. The board faces a deficit of \$170,000 which has been accumulated during the past two years and which cannot be met unless the tax rate is increased.

—Mineral Wells, Tex. On December 31st, the city received a gift of a seven-acre athletic field contributed as a gift to the city schools by Mr. Frank Richards, of the Mineral Wells Abstract Company, and Mr. Sidney Webb, capitalist and owner of Crazy Hotel and Crazy Mineral Wells. The field which is to be developed in the near future, provides space for two football fields, one baseball diamond, a running track and an athletic house, bleachers and grandstand. When completed it will be one of the best athletic fields in Texas.

—Under the direction of Dr. A. G. Ireland, one-sheet "flyers" have been prepared by the Connecticut State Board of Education to be used as follow-up reports on eyesight tests conducted in the schools of the state. Formerly the tests were made every three years but under a new ruling they must be made annually. The "flyers" are printed in English, Polish, Italian and Russian and are placed in the hands of special or difficult cases in the schools.

DREAMS AND REALITIES

The reach of human intelligence can never go beyond the horizon of dreams. First the dream, then the reality. The poem that stirs the soul was first conceived in the mind of a man who, having caught a supreme vision of the beautiful, spread it upon the canvas of the material world. I believe it is possible to mold even the wildest dreams of the poet into consistent realizations.—Otto Ernest Rayburn.

At a recent meeting of the Board of Education, Meriden, Conn., the names of the school buildings were changed to names that commemorate state and national heroes. The new names include George Washington which is to be given to the Meriden High School, Robert Morris, Jonathan Trumbull, Samuel Huntington, Roger Sherman, John Barry, Nathan Hale, Israel Putnam, Clara Barton, Benjamin Franklin.

—A high school building has been completed at Egg Harbor City, N. J., at a cost of \$106,000. The building is located on a six-acre plot of ground which affords ample space for athletic purposes.

—Waukesha, Wis. The board has completed the remodeling of three of the school buildings at a cost of \$85,000. In the last seven years the school plant has been entirely rebuilt. A high school accommodating 1,000 pupils, and two grade schools have been erected. The remaining buildings have been remodeled and modernized.

—Point Pleasant, W. Va. The board plans the erection of an eight-room addition to the high school. A separate gymnasium building is to be taken up next.

—Taylor, Tex. A new high school has been completed at a cost of \$200,000. The building was occupied in September and dedicated in January.

—Bluefield, W. Va. The board has adopted a building program to cover a period of five years. The program has been arranged on the pay-as-you-go basis, with a stipulated amount to be spent each year for building purposes. A tax will be assessed each year as a means of producing the amount required for construction expenditures.

—Charleston, W. Va. The board has in process of completion a school building program made possible by a recent bond issue of \$1,350,000.

—Philadelphia, Pa. The cost of school buildings has decreased one per cent, per cubic foot, compared to the cost of buildings a month ago. The fact was revealed when bids were received for two proposed buildings. The approximate cost of the schools will be 43.8 cents and 43.5 cents a foot, respectively.

COLORMIX

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CONCRETE becomes more decorative (as well as more durable) when COLORMIX—the perfected, non-fading concrete dye is used.

The resulting surface can be tile red, linoleum brown, Nile green, French grey, Battleship grey, buff, black or white. All colors are non-fading, and the finished floor has an *increased* tensile and compressive strength.

Where costs must be moderate but appearance is important, use COLORMIX without hesitation—indoors or out.

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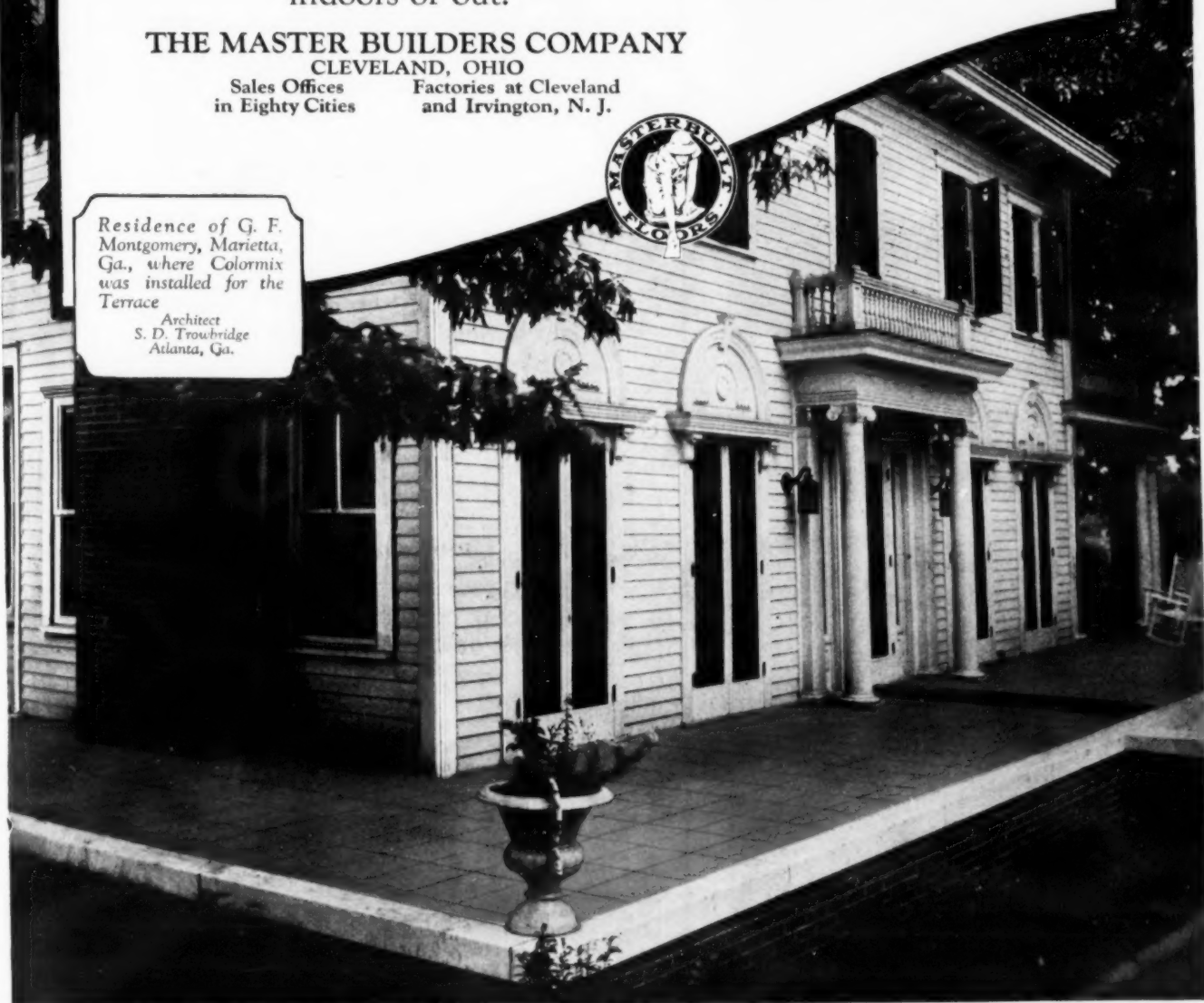
CLEVELAND, OHIO

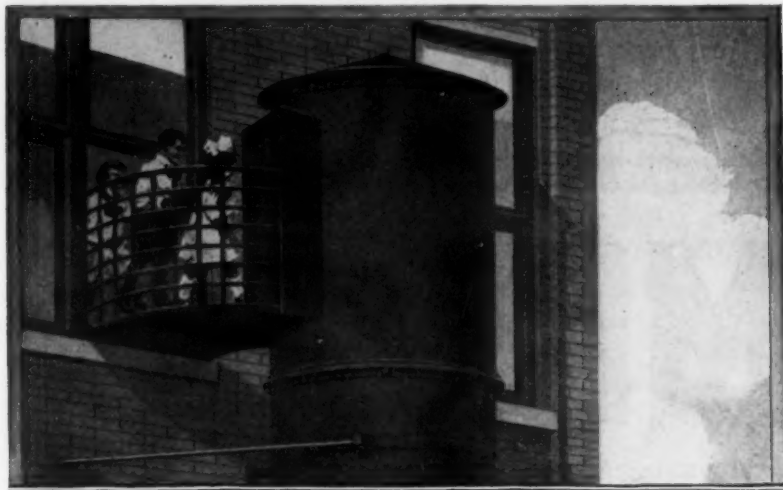
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But you can save it. The young lives in your school are a sacred trust. Protect them from the ever-present dangers of fire with a Dow Spiral Slide Fire Escape. School officials whose buildings are thus equipped have clear consciences and sleep soundly. Send for details.

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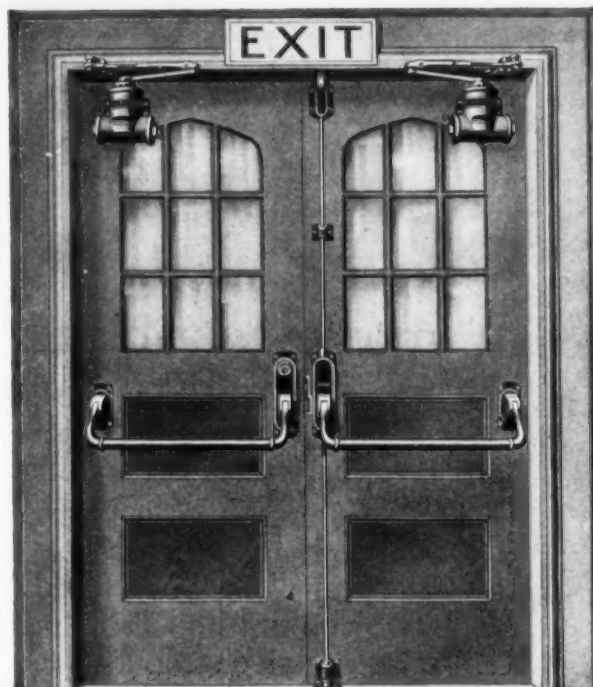
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School officials, who are responsible for the protection of the lives of the pupils and are anxious to make proper provision for quick exit in case of fire or panic, will find in

SARGENT

Fire Exit Door Bolts

an adequate equipment which meets all conditions. The Sargent Cylinder Locks with which they are fitted provide for complete security and prevent entrance from the outside of the building when school is not in session, while they can be arranged to permit entrance during school hours, if desired.

Quick Exit at All Times

is provided and in case of necessity the doors can be instantly opened by slight pressure on the handle bars at any point.

Door Checks

close the doors, during their day by day use, quickly and quietly, the application shown in the illustration with the Sargent special foot (No. 35) being particularly desirable.

Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

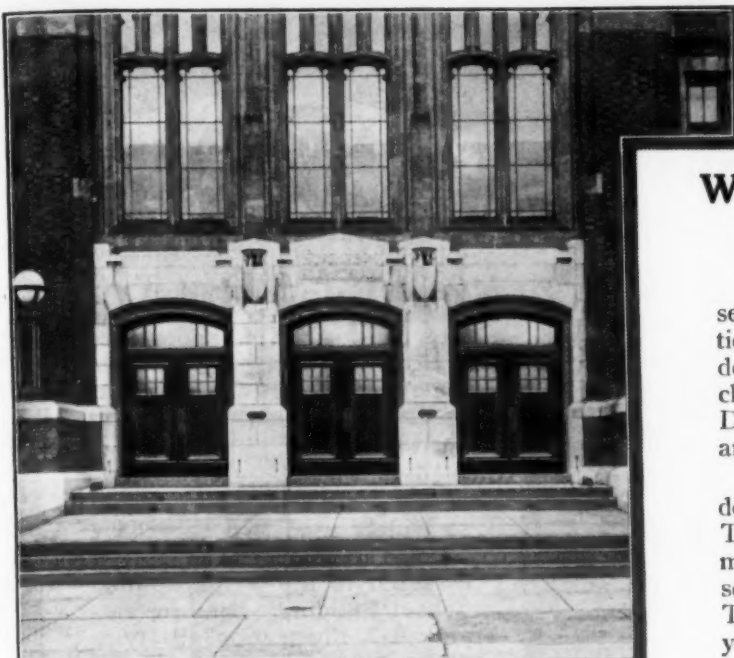
SARGENT & COMPANY

Manufacturers

New Haven, Conn.

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The above illustration shows three sets of Dahlstrom entrance doors in the Hutchinson High School, Buffalo, N. Y., after seven years of service.

WHAT MUST ENTRANCE DOORS STAND?

These doors are subjected to most severe treatment. Climatic conditions will soon ruin an average wood door. The kicks of thoughtless children make them unsightly. Dust and dirt leaves the finish dull and unsanitary.

Dahlstrom hollow metal entrance doors are fabricated from ingot iron. This is for protection against climatic conditions. They are all steel, so they cannot warp, swell or crack. The baked-on-enamel finish is hard, yet elastic, which is easily kept clean without losing its lustre.

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Local Representatives in Principal Cities



Below is shown an unretouched photo of a pair of wood entrance doors in a school after seven years service.



SCHOOL ADMINISTRATION NOTES

—A new program of recreational service inaugurated by the school board of Oak Park, Ill., has made possible a wider use of the elementary buildings for recreation. In a number of districts the schools are open to employed boys and men on certain nights with the physical director in charge. First consideration is given this year to adult groups in preference to groups of students who have the use of the facilities during the day. Civic organizations are given the use of the schools upon a rental basis to cover the overhead cost of janitor service, fuel and light. The schools are widely used by thousands during the school year.

—Denver, Colo. With additions to three elementary buildings completed and construction work under way on ten other buildings, the school building program is progressing. The final plans for two senior high schools, one junior high school and three elementary schools are nearing completion and construction work on these will shortly begin.

The board has taken unusual care to secure school buildings that are modern, efficiently planned and well constructed. Local architects were selected to prepare plans and specifications, each firm being given a fair share of the work. In all, 21 architects were employed for the 23 projects undertaken by the board. The heating, ventilating and plumbing plans of the buildings were prepared under the supervision of a specialist, and every precaution was taken to insure against faulty sanitation of the buildings.

—As the result of a series of intelligence tests, the schools of Florence, Colorado, under the guidance of Superintendent James P. Eskridge were reorganized. So-called rapid progress groups were formed and promotions made

with greater frequency. An amplification of the plan provides that superior, normal and inferior pupils will receive the required attention.

—"To assume that by the creation of a federal department of education and the addition of hundreds of millions of dollars to our taxes we are going to get good schools everywhere where we now have poor schools is going pretty far," says the Springfield, Ill., Register. "The people in their several states and communities are quite capable of attending to the business of education and, as a whole, they are doing it pretty well. There is inherent viciousness in the idea of centralizing power over education in Washington. There is too much power centralized there now."

—Allen P. Keith, superintendent of the New Bedford, Mass., schools, in his annual report says that a good school has: "1. A teacher who is sympathetic, companionable, and a friendly guide to every pupil, the dull as well as the brilliant. 2. Pupils who appear industrious, interested, contented, alert, and self-controlled. 3. Written papers which are neat, accurate, well thought out, and individual enough to show that they are the result of the pupils' independent efforts. 4. Oral work which gives evidence that the pupil is using or trying to use his own brain; that he has gained some mental grasp upon the facts being studied; and that he is storing up some knowledge which will be profitable to him."

—Dr. Frank B. Gilbert, deputy commissioner of New York state, holds that as long as boards of estimate and apportionment have control over the school finances, they are likely to deprive the schools of the amount of money they need, paying more attention to other public functions more directly under their control.

"We are contending against the control by city authorities over the amount to be used for educational purposes," said Dr. Gilbert. "If this control is exercised unfairly or unwisely it may lead to such a curtailment of school appropriations it will be absolutely impossible for a board of education to accomplish the end of maintaining an efficient system of education in the city."

—Dr. Alexander Ingles of Harvard University, in an address on "School Surveys" before a Hartford, Conn., audience, urged that city to

engage in a survey. He held that it would take three months to make a thorough survey and that the cost would be about \$10,000. Dr. Inglis said, that in his experience as a surveyor and reader he had not found two communities which had the same type of accounting, the result being that nobody could say accurately what it cost per pupil educationally in any one community and helpful comparison was out of the question.

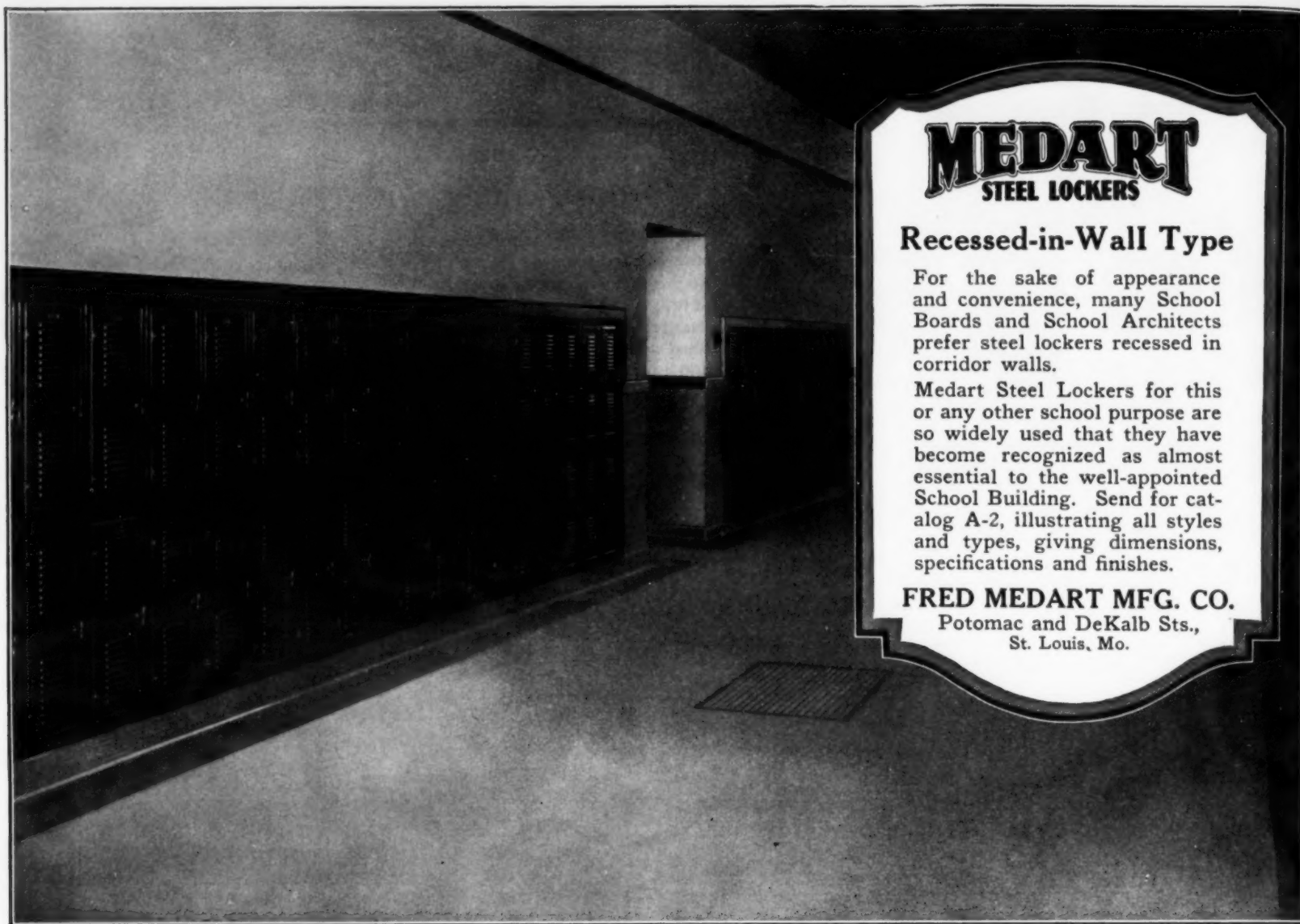
—Superintendent John R. Fausey has made a survey of the West Springfield, Mass., school system. He deals with the site and building question in his first report, in which he says:

"The outstanding fact about education is that as compared with other factors of town development it may be controlled. It is not always within the power of the community to control a development of its industries. The growth and direction these may take depend upon the natural resources of the town, its location, its contact with other communities and the individual initiative of its citizens, in fact upon the combination of many things, most of them outside of general control. The development of industries is subject peculiarly to economic law and so outside of specific control. It is largely a matter of chance."

"On the other hand, the educational program is what the community wants it to be and what the community determines it shall be. The social machinery for the direction of education in a community is provided by state law. The local school board is the organ through which the community carries forward, year by year, a consistent program of education. By the selection of a school board and by the approval of policies adopted by the board the community can control its educational program."

—Davenport, Ia. Semi-annual promotions have been inaugurated in the schools. There were no mid-year promotions as pupils admitted at this time will be graduated at the close of the next semester.

—The uniting of all state educational associations into one central body has been declared vital to the cause of education in Ohio, in a resolution adopted at the closing session of the Ohio State Teachers' Association. The association urged that parent-teacher associations over the state, and other bodies interested in educa-



MEDART STEEL LOCKERS

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For the sake of appearance and convenience, many School Boards and School Architects prefer steel lockers recessed in corridor walls.

Medart Steel Lockers for this or any other school purpose are so widely used that they have become recognized as almost essential to the well-appointed School Building. Send for catalog A-2, illustrating all styles and types, giving dimensions, specifications and finishes.

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tional affairs be merged, and that the affairs of the combined organizations be directed and coordinated from a central point.

—Springfield, Ill. The local ministers' association has approved the recent action of the board restricting the use of school buildings for dances.

—Whether high school fraternities in Utica and every other city of New York State should be damned or put upon the control of school authorities was a question considered by the Associated Academic Principals' Association of New York State at its recent meeting. In some schools student government has been successfully incorporated. The success of this plan has been found to depend very largely upon the personality of the governing principal and the character of the student body.

—The Illinois State Teachers' Association has outlined plans for bringing three hundred thousand school children into one class daily through the medium of radio programs. Under the plan, the world's great men are to speak through the radio, the students listening to the speeches with the aid of receiving sets. It is the belief of the educational authorities that the pupils will receive inspiration through the influence of men of achievement.

—The school board of Moline, Ill., has adopted a rule which provides that shiftless students shall be placed on probation. Those who fail to show signs of improvement will be dismissed from the student body. The rule does not include the backward or handicapped student, who because of conditions not under his control, is not able to take advantage of the training offered.

—The school board of Eau Claire, Wis., has issued in mimeographed form, the results of a building survey made by representatives of the state education department. A special committee has been formed to study the results of the survey and the recommendations contained in it.

—Under a ruling effective on December 31st, school attendance officers in Indiana are required to possess state licenses. Attendance officers must pass an examination with a grade of at least 85 per cent, or must possess a license, before being allowed to serve.

—The school board of Schenectady, N. Y., has adopted resolutions providing a special course

for pupils above the normal average of intelligence, and a similar course for backward pupils. The latter is intended to provide industrial arts work for which these pupils are better fitted. The plan is the result of a special report presented by Mr. G. B. Jeffers, in which it was asked that these plans be given a trial.

—The school board of Elgin, Ill., has eliminated grade school commencement exercises and the customary issuance of diplomas to eighth-grade graduates. In the place of the usual diploma the student is given a simple certificate showing the completion of work in the eighth grade. The change was made upon the recommendation of Supt. R. W. Fairchild and with the support of the school principals.

—Under the direction of Supt. R. W. Fairchild, a readjustment of the school day has been made at Elgin, Ill., to provide additional time for study. In the future, pupils will be dismissed at 3:50 o'clock instead of 3:30. Fifteen minutes are added to the schedule in the first grade, A class and the second grade, and ten minutes in the third grade. Hours in the fourth, fifth, sixth, seventh and eighth grades have been increased by twenty minutes in the afternoon. The schedule in the high school remains the same.

—A uniform system of grading, based on the plan in the Pullman high school, has been adopted by the Whitman County (Wash.), Superintendents' and Principals' Association. The system, as outlined in the adopted report, is as follows:

1. That after September 1, 1924, the scholastic marks used by the high schools of this county

THE RIGHT OF A CHILD.

"The right to be born to a name without a stain and a body without a blemish.

"The right to be born to a home where the laws of health, of man and of God are observed and honored.

"The right to live in a decent community.

"The right to a country for which he may live and die.

"The right to a faith in God.

"The right to play and the right to work."—
F. D. Ring, County Superintendent, Steubenville, Ohio.

shall consist of the letters A, B, C, D, and F, with four marks above the passing mark.

2. That the distribution of grades for each school shall approach, as a standard, the normal distributions as found by Dr. Daniel Starch, viz: 7 per cent As, 24 per cent Bs, 38 per cent Cs, 24 per cent Ds, and not over 7 per cent Fs. Wide deviations from this normal distribution should result only from valid causes.

3. That, if honors are used in the school, a student receiving a grade of B or better in four or more subjects, with no grade below a B, shall be given honors. A student receiving a grade of A in four or more subjects shall be given high honors.

4. That twice each year, not later than March 1 and June 15th, the principal of each high school shall file with the county superintendent a statement showing the distribution of grades in his school for the previous semester and the percentage of his group receiving honors and high honors.

5. If any school desires to publish its honor list the same statement should contain the honor requirements and the percentage of the group meeting these requirements.

—The Chicago Teachers' Association has voted to raise \$50,000 to support a campaign for repealing the present state tax laws. A committee has been appointed to cooperate with Mayor Dever in working out plans for new tax laws.

—Changes in the compulsory education law of Ohio have recently been recommended by the State Teachers' Association following a special study of the subject. Objection has been taken to that provision of the law which holds that boards of education must provide transportation or pay the board of high school students living four miles from a school building. Rural districts have objected to the expense and boards of education have refused to comply with this provision of the law. Employers have in some cases opposed the carrying out of some of the provisions of the law.

—The semi-annual promotion system has been put into operation at Oak Park, Ill., with the opening of the second semester. The plan is believed to offer distinct advantages to both young and old pupils.

(Continued on Page 88)



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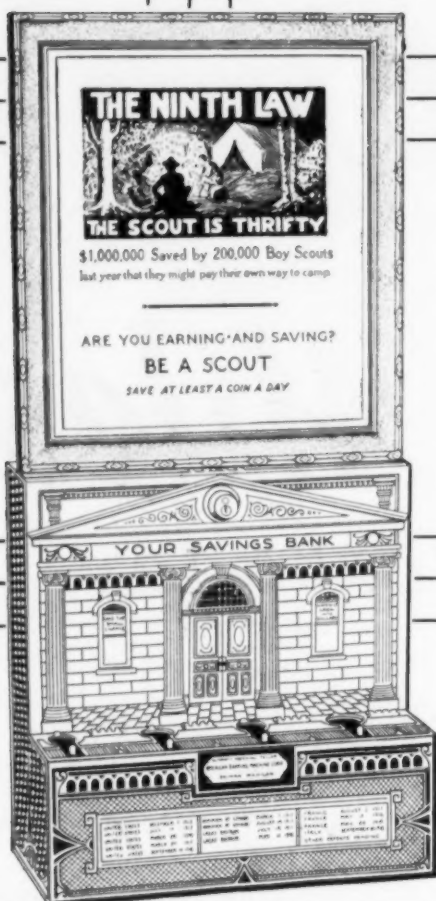
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This plan stimulates active co-operation.

Write for particulars and your free copy of Manual.

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Chicago

(Continued from Page 86)

—Paterson, N. J. Two classes for crippled children have been formed under the direction of competent teachers. There is now a total of 139 pupils of this character in attendance in these special classes.

—The establishment in Springfield, Ill., of a bureau of statistical research has been provided for by the board of directors of the Illinois Teachers Association by an appropriation of \$10,000. The bureau will be in charge of Mr. Robert C. Moore of Carlinville, secretary of the teachers' association.

—Fifteen leaders in school, business and professional life in Chicago, on January 18th, made the first of a series of tours among the public schools in search of a solution of the seating problem. The members of the party who comprise the new school plan commission, plan to visit the schools, using each of the five methods of organization, under which the board has attempted to handle the situation at present. In connection with their study, the members of the commission used a specially prepared chart, showing the number of children on a regular schedule, the number forced to attend make-shift classes, and those attending on the half-day plan. The findings of the commission are to be presented to the superintendent in the near future.

—In the face of vigorous opposition, the school board of Eastwood, N. Y., has announced it will continue the Dalton system of education. The plan which offers individual attention for each pupil has been praised by the board because of its benefits to the pupils and the fact that the rating of the school had been raised by the state board of regents. The opposition element is made up partly of those with no children in school, and also those who refuse to recognize the benefits of the plan to their own children.

—At a round-table session on "The County Unit of Administration," in connection with the Public School Officers' Association of Tennessee, held in January at Nashville, Supt. F. L. Browning pointed out the disadvantages of the special school district. He said:

"It makes consolidation almost impossible.
"It confuses the county finances.
"It multiplies the chances for favoritism.
"It places a barrier between the county ad-

ministration officials and the teachers in the special districts.

"It places too much authority in the hands of the special school district board which is too often inefficient.

"It is not as economical as the county board system."

—Vernon M. Riegel, state superintendent of Ohio, is making a drive against school fraternities and sororities. He says: "I am unable to understand how board of education officials throughout the state who have not fallen in line with the movement to oust the societies can expect to develop a high type of citizenship in the students when they openly countenance violation of the general code of Ohio, section 7,690, which definitely states that any boy or girl belonging to a secret high school organization is guilty of a criminal offense."

—In defending the employment of school supervisors the Baltimore, Md., bulletin of education asks: "Why have foremen? Why have department overseers?" No work is more important than proper supervision, either in education or elsewhere. It means unified efforts throughout the system; it means the guidance of inexperienced teachers; it means professional growth. The day is gone forever when any educated person can teach. The skilful supervisor is the guide, the helper, the friend of every teacher. If she isn't she is not a supervisor.

—The following terse paragraphs are uttered in Public Service by William H. Allen: As principal or superintendent, I shall

1. Pass on from teacher to teacher the good things I find.
2. Answer patrons' many questions about schools.
3. Take my "killjoy" alone, away from teachers' meetings.
4. Use red tape for tying bundles, not teaching.
5. Remember the child in the classroom.
6. Present my resignation to the "nothing-now-just-continue-our-regular-work" society.
7. Test Dr. Education Experts' "Do it" before ordering it done.
8. Make my school fit its own pupils.
9. Help each teacher build her school work around her own strong points.
10. Judge my teachers by class results, not by mistakes in reports.

—"Child welfare provisions, public health activities and social legislation have hitherto shown a tendency to slight the pre-school years, or to trust them to the home—and to providence." This thought was urged recently by Prof. Arnold Gesell, professor of child hygiene of Yale University. "We know less about the capacities, development and needs of children of pre-school age than of any other period of growth."

—Superintendent W. A. Denny of Anderson, Indiana, in a public address, recently said that he saw no reason for barring a satisfactory teacher because she is married and not dependent on teaching. Other superintendents asserted that married women who have husbands and who hold positions for long periods, discourage unmarried women who have qualified for teaching.

—Superintendent O. C. Pratt of Spokane, Washington, has introduced a method of securing greater security for locker contents. He proposes to have the lockers inspected at the night schools and where found unlocked to lock them with a padlock. This will compel negligent students to call at the office for help in unlocking their locker.

—"The reason why the school breaks down at so many points is that it is asked to take over so many duties that do not belong to it." This contention was recently made by Dr. Nicholas Murray Butler. "It is not open to argument that child labor as commonly understood should be brought to an end. There is no more useful period than that in which the child is giving part of his time to study and part to work. The school is not the alternative of work nor the enemy of work."

—The board of education at Newport-News, Va., has refused a petition to grant pupils the privilege of selling tickets for entertainment and charity purposes.

—The range of the school day in Connecticut is five to six hours. From the composite opinion of 23 superintendents of the state a suggested time apportionment of subject-groups has been compiled for one week, by Frederick S. Camp, supervisor of elementary education for the state board of education. The table is based upon pupil-activity periods and not upon teaching periods.

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First, a heavy coat of zinc, almost five times as heavy as that of ordinary fence wire.

—and under this heavy lasting coat, wire of **ARMCO**

Ingot Iron, the purest, most uniformly durable material used for woven wire.

Let us send you the Page Fence Book, which will explain why no other fence can offer your school property such lasting, economical protection as Page-Armco —galvanized after weaving.

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California Los Angeles	Florida St. Petersburg Georgia Atlanta Savannah	Kentucky Louisville Louisiana New Orleans	Massachusetts Boston Springfield	Missouri Kansas City St. Louis	N. Carolina Charlotte	Oklahoma Tulsa	Pennsylvania Philadelphia Pittsburgh	Texas Dallas	Wisconsin Milwaukee

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*"America's
first wire
fence—1883"*

PAGE
PROTECTION FENCE



Ingot Iron
*The only wire
fence made of
Armco Ingot Iron*



When the School Man Buys

NUMBER TWO

The School Specialist

When the school man buys, he demands the ordinary sales service necessary in the purchase of any technical product. Mark you well, Mr. Manufacturer, that the technical man is purchasing a product of technical use in a school.

Ordinarily the manufacturer will smile, "think of a technical problem in the sale of a pencil or a piece of paper to a school boy." The comment is satisfactory to the salesman only. The buyer wants the product for a definite use in given grade or class. True, several things will do an equal service, but only one will do it best.

The school specialist understands the demands of the school buyer. He supplies the technical knowledge of paper, pencils, crayons, textbooks, hammers and saws, but over and above this he fits in his products with the demands of the buyer in the doing of a given school job.

The buyer is now buying school goods from a specialist who understands the school problem, and the reward is the greater acceptance for the greater service. It means specialized technical service in the selling of a technical product.

The advertising pages of the AMERICAN SCHOOL BOARD JOURNAL and the INDUSTRIAL-ARTS MAGAZINE tell the story of the manufacturer who is training the school specialist for the school buyers. Greater efficiency will follow as the story of the specialist is told.

If you are interested we shall tell you more about the School Specialist and his service.

THE AMERICAN SCHOOL BOARD
JOURNAL
A Periodical of School
Administration.

THE INDUSTRIAL-ARTS
MAGAZINE
Published to promote Industrial and
Vocational Education.

The Bruce Publications maintain a complete merchandising service covering the school market for the benefit of the buyer and seller of material, equipment and supplies necessary in the construction, equipment and operation of schools.

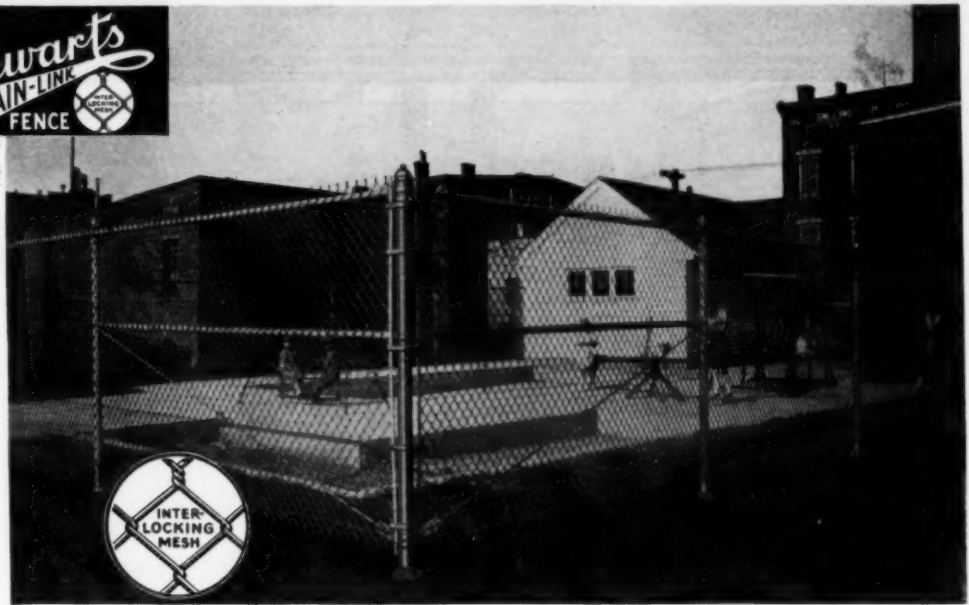
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Established 1891

129 Michigan St., 1 Madison Ave.,
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Frank Bruce
Publisher





Saves the mothers from worry

Mothers' minds are relieved of a load of worry when the school grounds are enclosed with a Stewart Chainlink Wire Fence. They know then that play periods are not danger periods; that their children can play and romp as safely as in their own backyards.

And when school is dismissed, there is no running across streets in all directions, as the children seek the shortest cuts home. The children leave in an orderly manner through the controlled gateways or exits, and can be safely guarded against all traffic accidents.

Not only does a Stewart Chainlink Wire Fence give safety insurance, but it is a sound investment, as the fence lasts for a lifetime. The posts, made of the best tubular steel, have unusual torsional strength; the fittings are not cast, but are made of pressed or forged steel of special design; the fabric is permanently galvanized by the new hot-dipping AFTER WEAVING process. A Stewart Fence never has to be replaced.

Through local distributors, Stewart Service, which takes care of all erecting problems, is available everywhere. Estimates furnished without obligation.

Send for catalog and complete information.
Address Wire Fence Division.

The Stewart Iron Works Company, Inc.

"The World's Greatest Iron Fence Builders"

420 Stewart Block

Cincinnati, Ohio



DEATH OF DR. J. G. CRABBE

Dr. John Grant Crabbe, for the past seven years and a little more, president of the State Teachers College at Greeley, Colo., died in the President's home on the college campus, on Wednesday morning, January 30th.

President Crabbe gave his life to the cause of education and to the school of which he had been the head during these past seven years. He knew no such thing as stop. Every minute of his waking time was given to the advancement of education and especially the profession of teaching.

He was taken ill at Edmond, Oklahoma, on November 8, 1923. He had gone there to address the state teachers' association. He was confined to the home of President John G. Mitchell, president of Central State Teachers' College of Oklahoma, until shortly before Thanksgiving, when he was sufficiently recovered to be taken back to his home at Greeley. He seemed to improve—had reached that stage of recovery which enabled him to go out three or four times, but on January 12, his condition became suddenly worse and he sank gradually until the end came, closing a career which will stand out for its usefulness in the educational history of the United States.

Heart trouble was the cause of his death, due to over-work. During his administration at Colorado State Teachers' College, the enrollment of that institution more than doubled and the Summer School grew to immense proportions. The institution as a whole became recognized throughout the land as one of the leading teachers' colleges of the country.

President Crabbe was actively interested in all educational movements and performed valuable service in different educational organiza-

tions. Prominent among his work was that in connection with the presidency of the American Association of Teachers' Colleges. He held two terms in succession, being president at the time of his death.

John Grant Crabbe was born in Mt. Sterling, Ohio, on November 29, 1865, the son of Thomas W. and Julia Catherine (Baughman) Crabbe. He attended Ohio Wesleyan University, securing the degree of bachelor of arts there in 1889. He took his master's work in the same institution and received his degree in 1892. Later he entered Ohio University and secured the degree of Pd.M., in 1897. Berea College conferred the degree of LL.D. on him in 1909, and in 1911 the State University of Kentucky conferred a like degree on him. In 1909 Miami University honored him with the degree of Pd.D., and in 1918 a similar degree was conferred on him by Ohio Wesleyan University.

Dr. Crabbe was married to Jennie Florence Graff of Delaware, Ohio, on January 29, 1889.

From 1890 to 1907 he served as superintendent of public schools of Ashland, Kentucky, from which position he was elected to the state superintendency of public instruction, taking office on January 6, 1908. He held office two years and three months, when he resigned, April, 1910, to accept the office of president of the Eastern Kentucky State Normal School, at Richmond. He remained in that office until called to the presidency of Colorado State Teachers College, September 1, 1916.

He was chairman of the Kentucky Committee of Ten and wrote that body's report in 1895. He was also active in support of the Moonlight Schools of Kentucky and in the illiteracy correction work in the south. He held numerous offices in state, sectional and national educational organizations, particularly in the N. E. A.

He was a member of Phi Beta Kappa, Kappa Delta Pi, the Committee of Fifty on College Hygiene, National Board of Directors of Camp Fire Girls.

Dr. Crabbe was the author of numerous bulletins and monographs on educational subjects and a liberal contributor to educational journals. He was also a writer of songs; among his contributions to music being "Beauty for Ashes," "If I Forget Thee," and "Kentucky Schools." He was a lover of music, and in his earlier life took an active part in musical programs.

WHY McANDREW WAS FIRED

William McAndrew, who was kicked out of the back door by a Chicago board of education 25 years ago and now comes back via the front door as the superintendent elected by that body, told his story on the public platform in New York City. It is this briefly:

"Chicago is my own town, where I did my first teaching and where I, by a Chicago school board, was changed, from 3 o'clock on a Thursday afternoon to 5 o'clock of the same day, from a worker in a school filled with the most affectionate friends a man could ever have, to a man without a job, turned upon the street.

"No question, no reason; simply you had disobeyed an impossible order of the superintendent, which was that a lie should be signed to a diploma for the son of a powerful book company head, who had not completed his work, and yet whom the superintendent and the chairman of the high school committee of the school board had promised should be graduated.

"What superintendent, what school board, wants children of its city taught by persons who are stultified and weakened by being put into a position where they dare not, and then later on cannot, express an independent opinion?

"The management of any school system, by this body before me, would be as much a per cent more intelligent if the intelligence of the whole body were used than if the school system were managed by the most intelligent person in the audience. For it always stands to reason the intelligence of the whole teaching force must be immensely superior to any one person who is running it."

PERSONAL NEWS OF SUPERINTENDENTS

—James P. Eskridge was reelected superintendent of the Florence, Colorado, schools for a period of five years beginning with July 1, 1924, at a salary of \$4,000 a year.

—J. W. Holton, superintendent of Shelbyville, Ind., died January 7th.

—The county and city superintendents of Kentucky, in meeting assembled at Louisville, pledged their good will and support to McHenry Rhoades, the new state superintendent.

—The school board at Silver Creek, N. Y., dismissed Superintendent W. H. Edwards, whereupon the students went on a strike. One of the charges preferred against the superintendent was the use of tobacco. Robert Erdel, a newly elected member, whose vote was the deciding one in dismissing the superintendent, voted for reinstatement after a petition containing 1,000 names had been presented to the board.

Granite - The Noblest of Building Stone

THERE are some materials like some people—so inherently reliable and trustworthy that to speak of their virtues is almost unnecessary.


Granite is one of these.

In many modern schools it is used where the wear is hardest—steps, sills, base courses, etc.

Of its economy we can convince you, if you will ask for details.

NATIONAL BUILDING GRANITE QUARRIES ASSOCIATION
31 STATE STREET BOSTON, MASS.
H. H. Sherman, Secretary

David Rankin, Jr., School, St. Louis, Missouri.
Approach work, base and all architectural trim and ornament, of Granite.
Eames & Young, Architects



GRANITE

—When the Chicago school people wanted to give their new superintendent, William McAndrew, a big dinner reception, he said "stop the fireworks and let me go to work."

—Superintendent C. F. Garret of Fairfield, Iowa, was named a member of the Iowa state board of examiners to succeed J. C. McGlade, who removed from the state.

—Dr. Charles E. Meleney, who retired as associate superintendent of high schools in New York City on February first, was a guest of honor at a testimonial dinner at the Hotel Plaza. More than 1100 friends were present. Dr. Wm. L. Felter, principal of the Girls' High School, acted as toastmaster.

—The school board of Oswego, N. Y., at its final meeting of the year 1923, adopted resolutions commending the services of Superintendent of Schools Frederick Leighton and David Fitzgibbons, president of the board. The board in its resolutions pointed out that the superintendent had proved a wise counselor and an excellent executive and had contributed very largely to the peace and harmony of the school system.

—George E. McCord has resigned the superintendency of the Springfield, Ohio, schools. Last fall three members were elected to the school board on an anti-McCord platform. These came into office at the beginning of the year after McCord had resigned.

—Peter A. Mortenson, former superintendent of the Chicago schools has been appointed educational counselor to the administration. The appointment covers a period of six months with a salary of \$6,000. The post was created for the purpose of helping William McAndrew, the superintendent-elect.

—Dr. Otis W. Caldwell, of Lincoln School, Teachers College, New York City, has been granted leave of absence for three and one-half months. Dr. Caldwell will make a brief trip to China, from which he will return about the middle of May. Dr. Franklin W. Johnson will be acting director until May 15th.

—Mr. Alvin C. Kibby, principal of the high school at Shelbyville, Ind., has been appointed acting superintendent to succeed the late J. W. Holton.

—Supt. Wm. M. Davidson of Pittsburgh, Pa., has been unanimously reelected for a four-year term, at a salary of \$12,000. Supt. Davidson who has completed a ten-year term, has been presented with a life membership in the National Education Association.

—Mr. G. C. Howard, for three years superintendent of schools at Snohomish, Wash., has announced his resignation, effective in June.

—Mr. George L. Study has been elected superintendent of schools at Wilmore, Ky.

—Supt. Percy M. Hughes of Syracuse, N. Y., has been reelected for four years.

—Mr. Frank Hamsher, for the last seven years superintendent of schools at Webster Groves, Mo., died at his home in that city on January 7th, after a long illness. Mr. Hamsher was a graduate of Michigan University and had held a number of principalships in Illinois before coming to Missouri.

—Mr. J. A. Brooks, 66, formerly head of the Dallas, Tex., schools, died at his home on January 9th, after an illness of four years. Mr. Brooks, who came to Texas in 1885, served several cities as superintendent before accepting the Dallas position in 1911. In 1914 he resigned from school work and retired to private life.

—Mr. John Henry Johnson of Galveston, Tex., has been appointed secretary of the state educational survey commission.

—Mr. J. H. Burnett of Austin, Tex., has been elected superintendent of schools at Marietta, Okla.

—Supt. George B. Miller of Aberdeen, Wash., has been reelected for a three-year term. Mr. Miller has served seventeen years in the Aberdeen schools, ten of which have been in the office of superintendent.

—Mr. H. R. Hick has resigned as superintendent of schools at Delphos, O. Mr. Hick is succeeded by S. C. Warner, formerly principal of the Jefferson building.

—Supt. E. T. Duffield of Virginia, Minn., has been chosen director of the Virginia Community Chorus recently organized in that city.

—Supt. J. F. Kimball, of Dallas, Tex., has announced his resignation, to take effect at the close of the school year. Mr. Kimball will be succeeded by Mr. N. R. Crozier, assistant superintendent of schools.

—Supt. Arthur C. Deamer, of Cedar Rapids, Ia., has been reelected for a three-year term.

—Supt. Thomas R. Cole of Seattle, Wash., has been reelected for a three-year term, at a salary of \$9,000 the first year, \$9,500 the second year, and \$10,000 the third year. Mr. Cole is completing his second year as head of the Seattle school system.

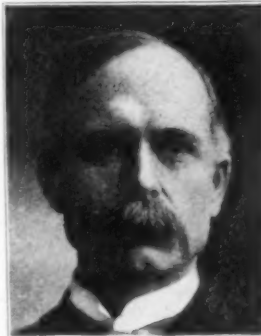
—Mr. Jacob W. Holton, 54, superintendent of schools at Shelbyville, Ind., died at his home on January 7th, after a year's illness. Mr. Holton was a graduate of the Central Normal College at Danville, the Indiana Normal School at Terre Haute, and had received degrees from Indiana and Columbia Universities. He had served as superintendent at Shelbyville since November, 1911, and was prominent in educational circles of the state.

—Mr. Frank M. Shelton, for the last eight years superintendent of schools at Elyria, O., has been elected head of the school system at Springfield, succeeding George McCord, resigned.

Andrew W. Edson Dead.

Andrew W. Edson, who served New York City for a quarter of a century in several capacities, including assistant and associate superintendent, died February 1, at Shrewsbury, Mass.

Mr. Edson was born at Montello, Wis., December 26, 1851. He secured his education in the East and began his school work in Vermont. He attained prominence as an educator before he came to New York and was regarded as a man of high attainments and exceptional ability. He retired from active work several years ago.



DR. ANDREW W. EDSON.

Mr. Shelton is a graduate of Mt. Union College and completed his postgraduate work at Harvard, Cornell and Columbia Universities, receiving his master's degree from the latter. He had taught in the schools of Louisville, Fosteria, Canton and Pittsburgh, and had filled the superintendency at Elyria since 1916.

—Supt. A. M. Cannon of Hood River, Ore., has been reelected for a term of three years. During his service of four years, Supt. Cannon has introduced economies in all schools, reduced the cost of educating pupils, and made it possible to put the finances of the district on the best possible basis.

—Mr. Edward B. Shallow, Mr. Harold C. Campbell and Mr. Charles W. Lyons have been named by the New York City board of superintendents as associate superintendents. Mr. Edward B. Shallow was elected to succeed himself.

—Mr. George E. Carrothers, assistant superintendent of schools at Cleveland, O., has been given a leave of absence to take a graduate course at Teachers College, New York City. Mr. Carrothers is working out a problem pertaining to teachers' health.

—Supt. A. D. Montgomery of Sullivan, Ind., is completing his second year as head of the school system.

—Supt. John A. Webb of Tucumcari, N. Mex., has been unanimously reelected for a two-year term. Supt. Webb, who came to his present position three years ago from Dalhart, was reelected two years ago. Mr. Webb has been responsible for many improvements in the schools. He is popular with the student body, the teaching staff, and has been especially successful in providing knowledge that will be useful to the pupils in years to come.

—Mr. Charles E. Gilbert, assistant superintendent and acting secretary of the Chicago board of education, has been elected to the office of secretary, at a salary of \$6,000 a year.

—The school board of the District of Columbia has elected James T. Lloyd as its president. He is a Missourian, and a contemporary of Champ Clark.

—Boyce Jewell of Utica was chosen president of the New Davless, Ky., county board of education. The other members are C. J. Mackin, West Louisville; L. B. McCarty, Whitesville; O. B. Poole, Yelvington, and Victor Gaugh, Stanley.

—Superintendent R. W. Bardwell of Rock Island was elected president of the Illinois State Superintendents' and School Boards' Association.

—Frank E. Ellsworth of Detroit was elected president of the Michigan state teachers' association. The other officers elected were L. W. East, Mt. Clemens, vice-president; C. C. Barnes, Mt. Pleasant, treasurer, and Mary Howe, Detroit, and D. A. Buskirk, Hastings, members of the executive committee.

—The Ohio State Teachers' Association has elected the following officers: President, Dr. R. G. Jones, Cleveland public schools, to succeed R. H. Kiefer, superintendent of Niles schools; member of the committee on vacancies, Superintendents E. L. Porter, Iron-ton; members of the educational council, Superintendent D. J. Boone, Lorain, Principal R. E. Offenbauer, Lima, Maude Leeper, Wingo Junction, Bertha Bridgeman, Athens, Eva Tetrich, Canton, L. C. Evans, Summit County, Mary Van Horn, Newark, and C. A. Rusler, Allen county.

THE **FUN FUL** LINE PLAYGROUND EQUIPMENT



FUN-FUL Playground Equipment costs more than other makes, yet it is used by more schools than any other.

School heads are rightfully cautious when selecting Playground equipment. A few dollars saved in buying unsafe apparatus may mean serious injury to a child in addition to heavy damages that must be paid.

Over 130 reputable school supply houses and other distributors sell this line in the U. S.

Largest manufacturers of Playground Equipment

Awarded Gold Medal—Brazilian Centennial Exposition, 1923

HILL-STANDARD Co., ANDERSON, IND.

Our 23rd Year

A School Fence that is Permanently Good

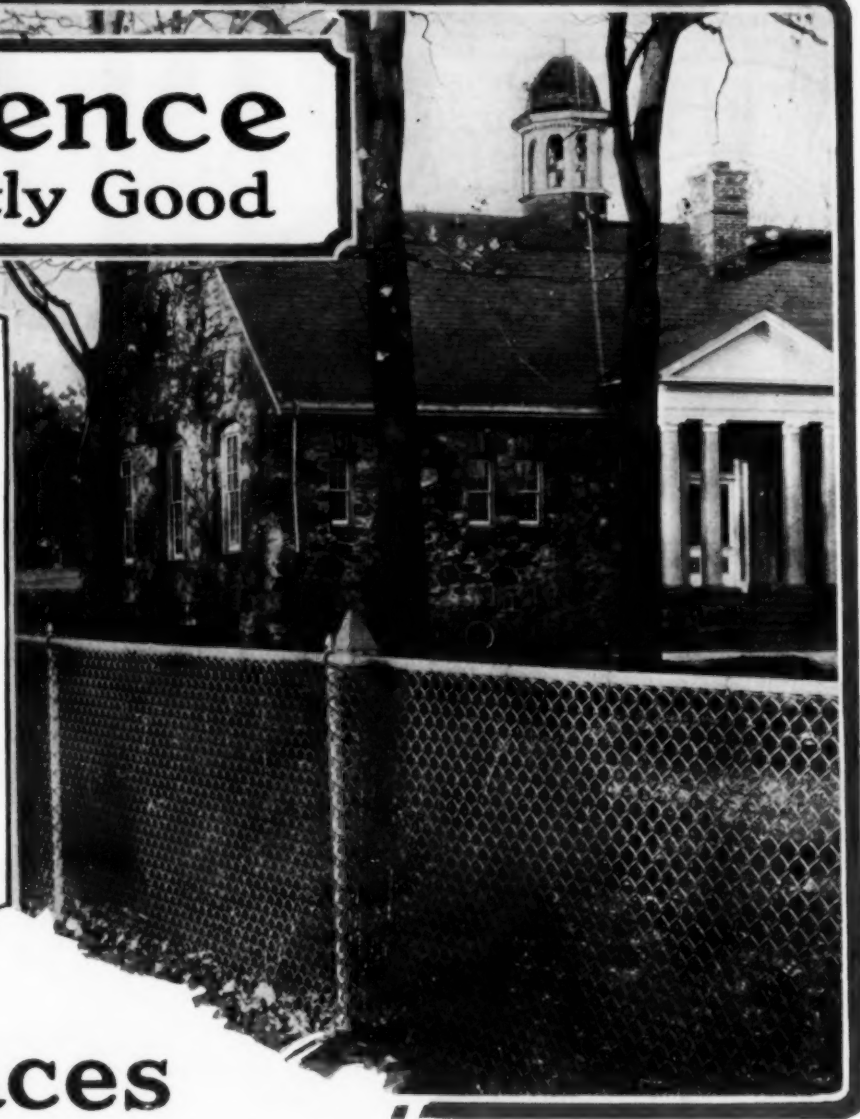
A school fence is a part of a permanent plant, why not select it with the same care that is given to the other equipment?

Afco School Fence is built for permanence—has in it all the elements that make for long life and low upkeep. And its cost is little, if any, higher than that of fencing far less durable, far less complete in the protection it gives.

The selection of a school fence is—or should be—a serious problem. The Afco Fence line affords a range of choice in styles and construction—adapted for school yards, playgrounds or athletic fields. And Afco Fence engineers are always ready to give school authorities the benefit of their comprehensive experience.

*Write for Catalog No. 310. Or ask
that our nearest representative call
upon you.*

American Fence Construction Co.
130 West 34th St., New York City



Afco School Fences



THE SAN JOSE SCHOOL BOND CAMPAIGN Bringing the Needs of the Schools to Public Attention

A highly satisfactory result was achieved in a school bond campaign held at San Jose, California. The campaign was planned with the idea that the public should be thoroughly informed on the mission of the schools, their importance to the country's form of government made clear, and the needs of the locality frankly stated.

Superintendent Walter L. Bachrodt, on request, presents in a terse and compact manner the situation that confronted San Jose, the features of the campaign and the results achieved. He writes as follows:

"A city of 45,000 people, growing steadily; schools full but not crowded; crops large but poorly paid for; municipal authorities desiring bonds for bridges and sewers; people paying for 32 miles of new paving; a reactionary governor proclaiming the wasteful extravagance of the schools. This situation faced a board of education that wanted to provide school facilities to meet the needs of a growing city before the growth had absolutely crowded the schools.

"One more burden added: a new departure for the city was suggested, junior high schools. The board of education believed in its message and believed that only one thing was necessary to put over a bond issue and that was full publicity to the voters. The details of the San Jose campaign are not new but the rather exhaustive covering of a medium sized city may contain some suggestions for other cities.

"The board of education meeting as a campaign Committee outlined a program and appointed the superintendent campaign manager. The program consisted in proving to the city

that it was growing and would need more school facilities; that the junior high school was sound socially and educationally and that the city could afford to pay for new school buildings. The period from August 1 to October 30 was set aside for the campaign, the election falling on October 30. The following campaign slogan was borrowed and appeared on all literature printed.

"More People, More Children;
"More Children, More Schools;
"More Schools, More Buildings;
"More Buildings, More Bonds.

"The campaign of education was outlined on a schedule and the schedule was maintained. The campaign outlined perhaps is the best way to describe the campaign.

"I. Newspaper Publicity. The two daily newspapers were extremely generous. More than 2,000 inches of news space being devoted to the needs of the schools. All public meetings were carefully covered by reporters and a series of 32 prepared articles were given space along with diagrams, charts, and pictures. The editorial columns gave the strongest kind of backing.

"II. Speeches. Every group having public meetings had speakers before them: lunch clubs; civic organizations (Chamber of Commerce, Merchants' Association, Commercial Club, etc.); all women's organizations; church groups; fraternal groups; labor organizations; in all, 57 talks were made before different organizations.

"The most effective meetings, however, were the schoolhouse meetings. A program of moving pictures and children's stunts attracted crowds that varied from 400 to 1,400 and the people listened to a twenty minute bond talk sandwiched into the program.

"III. Display Publicity. Windshield stickers, posters, slides in the moving picture houses, and four full page newspaper advertisements (paid for by the merchants) constituted the display work.

"IV. Direct Appeal to Voters. Knowing that many people do not read newspapers we decided to handbill and pamphlet the city. Three weeks before the election our first handbill went out. It was entitled 'San Jose is growing' and carried six short statements from public service corporations. This was followed by 'The Schools are Growing' containing two growth

statements and a chart. Then came handbill number three 'Conditions of Schools' containing short statements as to condition from a capacity standpoint. A little booklet on the junior high school telling how it would solve the growth problem was followed by a handbill on 'Cost', 'Instructions to Voters' and a 'General Appeal' made handbills six and seven. All this material (84,000 pieces) was printed in the high school shops and distributed by children. Our system was so well planned that within 30 minutes we could put a handbill on the front porch of every home in the city. Different colored papers were used to vary the appearance of the handbills.

"In addition to handbills 1,800 personal letters were written and signed by different members of the department.

"V. Election Day Organization. (a) Telephone calls from checked poll lists. (b) Automobiles to call for voters. (c) School bands driving up one street and down the other to remind people of the election. (d) Workers designated to see that large employers gave people opportunity to vote.

"Result: Out of 18,000 registered voters 602 votes were against the bonds and the schools had increased their hold upon the interest of the people."

THE NATION'S MILLION DOLLAR SCHOOL PLANTS

The country's twelve largest cities spent \$286,133,000 for educational purposes, other than for libraries, in 1922.

The total expenditures for educational purposes, which include teachers' salaries and other expenses for the operation and maintenance of schools, and for permanent improvements for schools, in the various cities were:

New York, \$107,204,000; Chicago, \$39,001,000; Philadelphia, \$22,797,000; Detroit, \$25,349,000; Cleveland, \$17,795,000; St. Louis, \$8,743,000; Boston, \$14,945,000; Baltimore, \$8,132,000; Los Angeles, \$16,141,000; Pittsburgh, \$10,983,000; San Francisco, \$6,140,000; and Buffalo, \$8,903,000.

Boston spent the most per capita for maintenance and operation with \$16.18, while New York had the next highest per capita expenditures for that purpose. Detroit had the highest per capita expenditure for other outlays such as permanent improvements with \$12.76, while Los

(Continued on Page 96)



*"As the twig is bent,
the tree's inclined."*

Playgrounds or Plague Grounds? *It is for you to decide—*

Come Seven! with a snap of the fingers and a mind centered upon gettin' somethin' for nothin' - can never build men such as you hope will succeed you in the game of life.

But don't blame the boy - he has had no place to play except the alley or street and *since he must play*, he naturally reflects what his environment teaches.

Is not now the time for you to consider finally the matter of adequate character building, body developing playgrounds for children?

Let us help you. Write for our new catalog No. 16 which illustrates and describes the Everwear Line of Steel Playground Apparatus; for sixteen years the standard of safety, beauty, durability and playability by which playground equipment has been measured the world over.

Our booklet "Creating the Playground" gives a wealth of information which will prove invaluable, as you plan. Our Planning Department is also at your service without obligation. Use us.

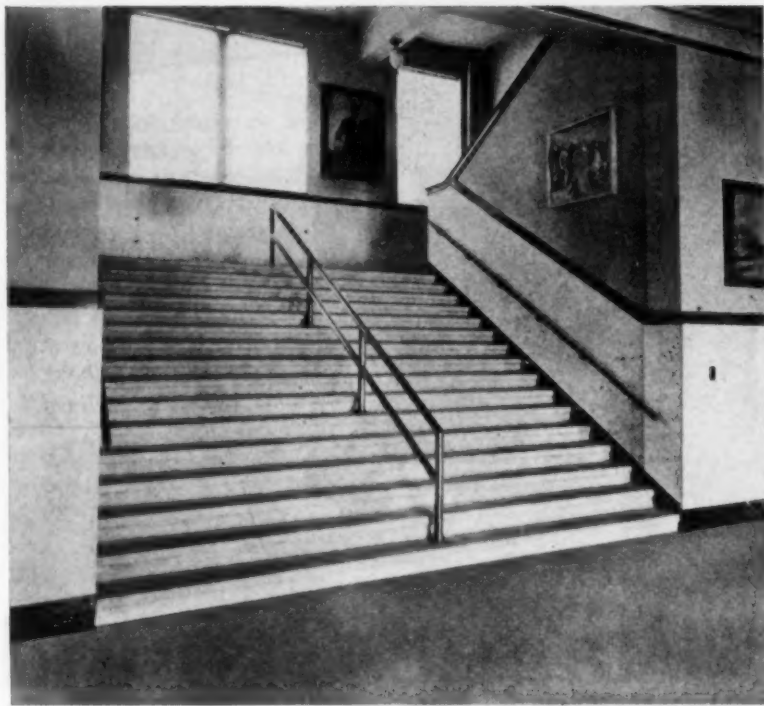
THE EVERWEAR MANUFACTURING CO.

SPRINGFIELD, OHIO

Please Refer Inquiry to Dept. A



NORTON FLOORS *for Schoolhouses*



Stand up under a
grueling test

HUNDREDS of children "en masse" give schoolhouse stairs and corridors a grueling test.

Alundum abrasive, the toughest of all known abrasives, gives Norton Floors a durability equal even to schoolhouse requirements. Used in the metal industries throughout the world and receiving the most severe tests as the cutting material in grinding wheels, this abrasive makes a tile and stair tread that is practically wear-proof and also slip-proof, wet or dry.

Norton Floors can be obtained in colors and forms suitable for any schoolhouse construction.

NORTON COMPANY

WORCESTER, MASS.

NEW YORK CHICAGO DETROIT PHILADELPHIA
NORTON COMPANY OF CANADA, LIMITED
HAMILTON, ONTARIO

Durable

Slip-proof

Quiet

T-90

Angeles has second largest expenditure for that purpose with \$11.31.

Los Angeles had the largest per capita expenditures for all educational purposes with \$25.94, Detroit was second with \$25.51, and Cleveland third with \$20.82. Expenditures in the other cities were: Boston, \$19.54; New York, \$18.38; Pittsburgh, \$18.07; Buffalo, \$16.99; Chicago, \$13.77; Philadelphia, \$11.98; San Francisco, \$11.69; St. Louis, \$11.09, and Baltimore, \$10.67.

THE BIRMINGHAM SCHOOLHOUSE SURVEY

The results of one of the most exhaustive and complete schoolhouse surveys yet made has been issued in a large volume by the board of education of Birmingham, Alabama. The survey was made under the direction of Dr. C. B. Glenn, superintendent of schools, W. E. Putnam director, research department, and William B. Ittner, the consulting architect. It includes the collection of data and preparation of material on the following main points:

1. Birmingham's present school building situation;
2. The number of children for whom school accommodations should be provided;
3. The recommended building program and cost estimates;
4. Birmingham's financial ability versus the estimated cost of recommended program.

The report shows that Birmingham falls far short of school building accommodations, there being at present approximately 15,000 children without satisfactory school facilities. Congestion, however, was considerably ameliorated by the organization of the platoon plan, beginning September, 1923.

The outstanding defects of most of the present elementary school buildings with the exception of the recent ones are their non-fire-resistive type of construction, the over-sized classrooms, the lack of modern educational facilities, and under-sized playgrounds.

It is estimated that by 1930 and 1940 there will be 64,488 and 85,792 children respectively of school age in Birmingham. There are satisfactory accommodations for approximately 23,000 pupils at the present time. The greatest needs are for adequate elementary school accommodations.

It is recommended that comprehensive plans for the 1930 and 1940 school population be developed immediately, and executed in the order

of greatest needs, as rapidly as finances will permit. Planning thus for the future will automatically eliminate existing congestion and constitute a solution to both present and future building problems.

The type of elementary school recommended for Birmingham is similar to the buildings which the city has erected during the past several years, viz., large units, each with capacity of 1,000 to 1,500 students, of fire-resistive construction, with the inclusion of all present-day educational requirements, and planned for the platoon type of organization.

The recommended type for the secondary schools is similar to the recently completed high schools of the city. All the elementary schools are planned so that any of them may be taken over for junior high school purposes with a minimum of expense for adaptation. Minimum sites of five acres are recommended for elementary schools. Ten and twelve-acre sites are recommended for high schools.

BUILDING AND FINANCE

—Indianapolis, Ind. The school board has approved the greater part of the high school building program adopted by the old board at the end of the last year. A change in architects is proposed for the new Shortridge high school. The program includes Shortridge, a new west side high school and a colored high school, together with additions to two elementary schools and the purchase of ground for two other buildings.

—The 1924 budget for the schools of Montclair, N. J., will reach \$1,385,140, or an increase over last year of \$299,134. The amount of \$1,098,000 is to be raised by taxation.

—Approximately \$1,000,000 will be made available July first, 1924, in the Wisconsin state land fund, from which loans may be obtained by school boards for erecting school buildings, purchasing land and other purposes. In the past, loans to school districts have kept the land fund depleted. Applications for loans for school building purposes now on file are estimated at \$482,950.

—The teachers' association of Rockingham County, Va., has recently presented a resolution to the state legislature, asking for an appropriation of \$1,000,000 additional for the school system. It is possible that this will be the forerunner of a concerted drive in the interests of public schools in Virginia.

—Rockford, Ill. The board has adopted a budget amounting to more than \$2,000,000. It provides for the erection of three schools, the increase of teachers' salaries, and continuation of auxiliary agencies.

—Not less than \$25,000,000 will be needed to meet the needs and purposes of the Virginia State Education Board for 1924, according to State Supt. Harris Hart. Supt. Hart believes that the state should bear one-third of the total cost of public instruction, and proposes that the legislature increase the school property tax to 25 cents on each \$100. The present rate which is fourteen cents, netted \$3,500,000 last year.

—A 35 per cent appropriation of the city income of Atlanta, Ga., is necessary for the operation of the schools in 1924, according to Mr. John T. Hancock, president of the school board. Mr. Hancock believes that one-third of the city's revenues should be given to the schools this year.

—At its next session, the state legislature of Virginia will be asked to approve an increase of 25 per cent in the appropriation for state aid of elementary schools.

—The city board of estimate has been asked to approve a school budget of \$2,300,000 for the schools of Syracuse, N. Y. Large increases have been asked to provide for various facilities eliminated in former years.

—Assistant State Attorney W. M. Pickett recently rendered a decision to the janitors of New Haven, Conn., to the effect that janitors and other custodians are not under civil service rules. They were assured that they had permanent tenure of office.

—The school board of Denver, Colo., has adopted a budget of \$4,893,895 for the year 1923-1924. Among other things the budget provides the funds for an increased enrollment, salary increases, and interest on bonds issued. In the face of increased enrollment, salary increases, bond interest and increased medical inspection and nurse service, it has been possible to reduce the tax levy from 11.79 to 11.64 mills.

—Viroqua, Wis., is building a high school to cost \$175,000. Construction work was begun on the building in July, 1923, and the structure will be completed in May, 1924.

—On December 5th, the voters of Sheridan, Wyo., authorized the issuance of \$409,000 in

(Continued on Page 99)

RESTFUL FLOORS



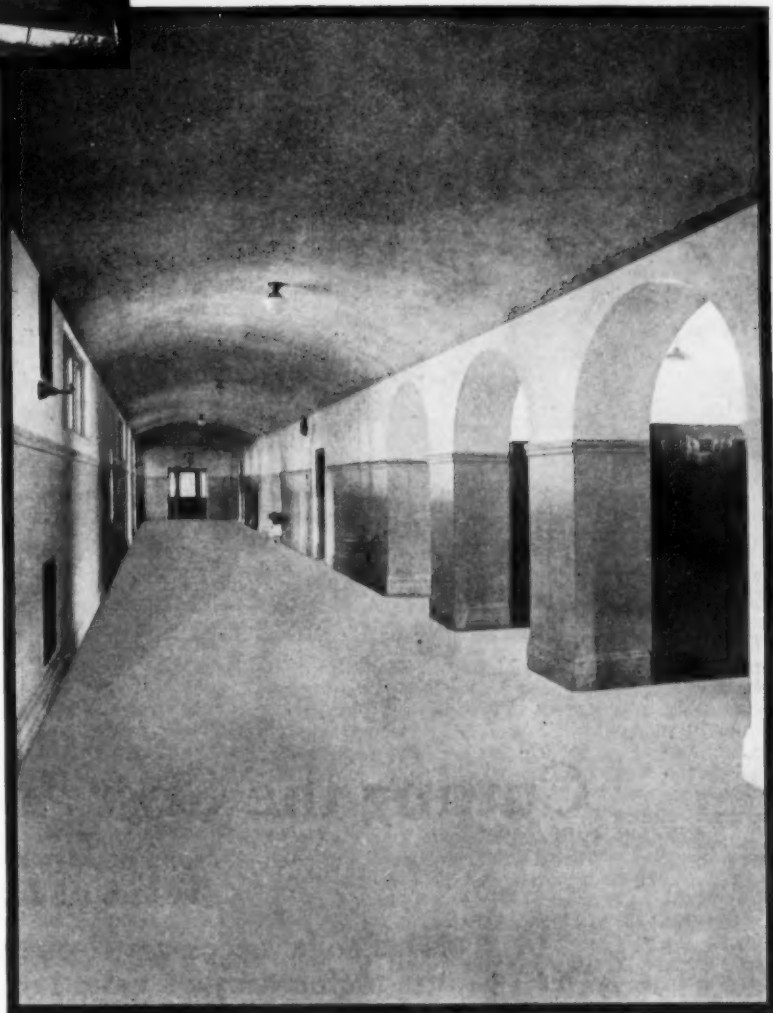
Photographs show the Hempstead High School, Hempstead, N. Y. Architect: Ernest Sibley, Palisade, N. J. Floors of Gold-Seal Battleship Linoleum installed by the Bonded Floors Co.

QUIET, comfortable, restful—such should be the floor of the modern school. Resilient floors that subdue the clatter of footsteps, floors that harmonize pleasantly with the school's orderly decorative scheme—these are essential. Equally as important is economy, both of first cost and of maintenance.

The filling of these requirements is entirely dependent on: first, the selection of the proper type of floor, and, second, proper installation. These are matters which can be safely entrusted only to flooring specialists.

If you have a decision to make or a problem to solve, the services of our flooring specialists are at your disposal for consultation. Feel free to call upon us.

The complete service of the Bonded Floors Company includes everything that makes for satisfactory floors, from the expert consulting assistance of flooring engineers to the scientific installation of guaranteed materials by skilled workmen.



Gold-Seal Battleship Linoleum is but one of several types of resilient floors installed by the specialists of the Bonded Floors Company.

The sturdy durability of these floors enables them to withstand indefinitely the hard wear of school traffic, while their sanitary cleanliness is maintained with little trouble and expense.



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Final assurance of floor satisfaction is the Surety Bond issued by the U. S. Fidelity and Guaranty Company, which goes with every floor laid according to Bonded Floors specifications. The bond insures freedom from repair expense due to defects in materials or workmanship.

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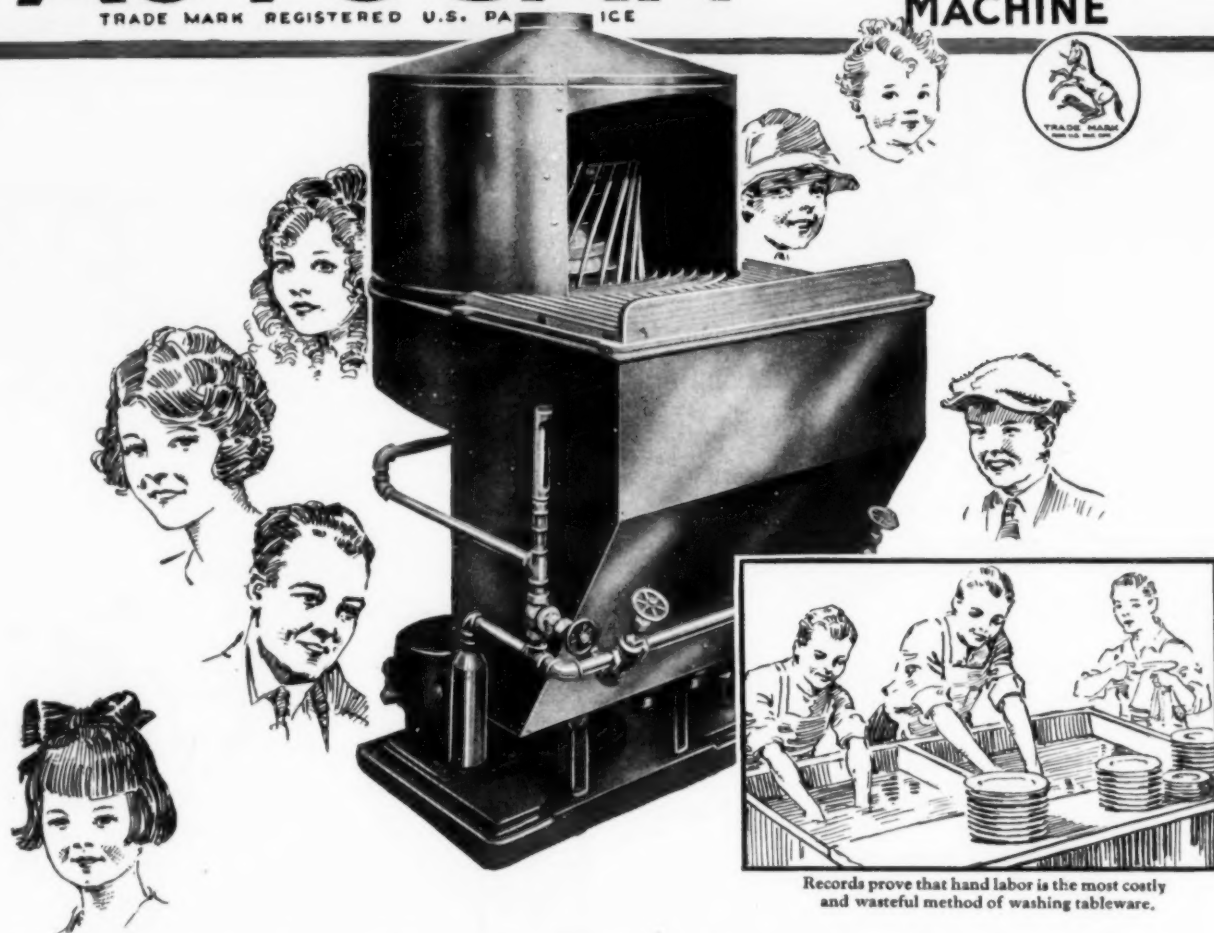
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by scientific dishwashing methods*

It is no longer necessary to put up with the expense, the annoyance and inefficiency of hand labor in dishwashing. *It is not even economical to do so.*

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—are time savers for teachers—because they weigh and measure large classes of children, efficiently, accurately and quickly. Continental School Scales are designed by scale specialists. They are rapidly becoming a vital part of standard school equipment.

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(Continued from Page 96)

bonds for the erection of a new high school building.

—Union High School Dist. No. 4, of Skagit County, Wash., is completing a high school at Sedro-Woolley, at a cost of \$175,000. The building which is a separate unit connected with the old structure, contains a large auditorium seating nine hundred persons, a gymnasium with a playing space 50' by 80' and a seating capacity of six hundred, a library, and nine classrooms. The capacity of the high school plant is seven hundred students and there is a student enrollment of five hundred.

—A new high school will be erected at Sullivan, Ind., this coming summer, at a cost of \$140,000. A site of seven and one-half acres has been obtained for the building.

—Seattle, Wash. During the period from 1920 to 1923, the per cent of the current expense dollar expended for instruction in the schools was increased from 72 per cent to 75 per cent. At the same time, the high school per capital costs were reduced from \$149.86 to \$125.22, and the elementary school per capita was lowered from \$101.97 to \$85.79.

—Considerable attention has been paid by the board the past year to economy of operation and maintenance in the Seattle schools. A saving of over \$90,000 was effected in the budget for 1923, a large part of which was made possible through economies in the operation and maintenance of the plant. The concerted efforts of principals, teachers and custodians effected the results.

—The Kinston, N. C., school board is adding ten rooms to the Lewis School. By spring a new twenty-room building will be completed. In each of these buildings two rooms will be equipped for the special instruction in nature for the grades one through seven. These four rooms will be under the direction of four well trained teachers for this particular kind of work. They will emphasize nature for its beauty and companionship and say very little about nature as far as science is concerned. Special rooms will be provided in both these buildings that will be used for private lessons in piano, violin, voice, etc. Ample assembly halls, lunch rooms and play rooms are being provided. The new building has been arranged in a way that will lend itself to the platoon system of organization. The school board is progressive and is determined to make Kinston one

of the best school towns in the state. Kater R. Curtis is the superintendent.

—The proposal to change the name of the Garfield school at Akron, Ohio, to the Harding school was not approved by the school board of that city. "We probably would have named the school after President Harding in the first place, if he had been dead when the name was chosen," declared President Charles Smoyer. "But since it was decided to name it after Garfield I do not think we should insult one dead president's memory to name the school after another one."

—On January 11th, the voters of the Maxton School District, at Maxton, N. C., approved a bond issue of \$100,000 for the erection of a high school building. The construction work on the building will start in the near future.

—Alliance, O. With the second semester of school work well under way, Alliance school officials are facing a shortage of money to meet expenses during the last two or three months of school. Approximately \$50,000 will be needed to carry on the work, they estimate.

—Recently, at a meeting of the tax commission in Columbus, Superintendent of Schools B. F. Stanton, of Alliance, appeared before that body in quest of more funds. He also discussed the financial situation with Vernon Reigel, director of Ohio schools but was unable to secure aid for this city.

The Alliance school system includes eleven grade buildings and a high school building. Total enrollment of the schools is more than 5,000 with nearly 1,500 in the high school.

It is thought the defeat of the Taft bill last fall and failure to provide additional revenue for the schools make it impossible to meet the pending expenses. Various plans are being discussed relative to securing more funds for the year.

In surrounding towns and communities, similar conditions exist. At various rural schools of this locality the subscription plan is being used to raise money. This is not meeting with much favor according to early reports.

Several schools in Mahoning county, just east of Alliance had been provided by an additional three-mill levy for school work. This was brought before the public last fall but in many instances defeated. Where this bill was defeated, shorter school terms are probable. In other districts where the levy was voted, the full nine months' term will be possible.

—Methods of school boards in offering college courses free of charge to high school students was said by one board member to be means of requiring extra money. Suggestion given was to make a nominal charge for all college courses, offering them at a lower rate than possible at a college and yet meet part of the expenses incurred in securing special teachers for these courses and providing proper equipment. This was also suggested for business courses, or any course assisting the student to make a living.

—The school building shortage in Washington, D. C., has remained about the same for the past four years. The total shortage of classrooms is 463. The high schools have a student capacity of 8,750 and yet the enrollment is 3,365 in excess of that number.

The cause for the increased cost of education is assigned by the educational finance committee of New York state to the following. More children are going to school; many more children are going to high school; communities are demanding new high school buildings held up by the war; they are demanding higher standards of safety and cleanliness in these buildings, and communities are choosing teachers with higher qualifications. All these tendencies to raise standards, combined with the decreased purchasing power of the dollar, are operating to keep educational costs up.

—The Memphis, Tenn., board of education sold a \$500,000 bond issue, bearing 5 per cent interest at a premium of \$15,940.

—The Milwaukee, Wis., board of education is considering the purchase of fifty sites outside of the city limits for future school buildings. The city is growing fast and it is believed that a timely anticipation of future needs in the direction of school sites will prove a great economy.

—Mayor John F. Hylan of New York City has written President George J. Ryan of the board of education saying: "I feel that a word of commendation to you and the board is deserved for the substantial progress which has been made in the construction of some seventy new school buildings, with approximately fifty-seven other new school buildings and additions in the course of construction, and thirty-six projected ones soon to pass from plans to buildings."

—The new Charles E. Gorton high school, now nearing completion at Yonkers, N. Y., will be in charge of George L. Bennett.

Janitors: Good and Otherwise

By a School Superintendent

As a principal and superintendent I have always been keenly alive to the value of the janitor and to the importance of his work. Unfortunately the better the janitor the less likely he is to be noticed by the superintendent and principal. When classrooms are uniformly warm and dustless, when corridors and stairs are free from mud and dirt, when walks and lawns are trim and neat, and when mechanical troubles are non-existent, the janitor is taken as a matter of course, and he is given little more recognition than a friendly morning greeting. It is usually by means of comparison with the janitor who is a failure that the worth of the good man is determined.

Mr. H. was an ex-janitor of a city school, where he had been the best part of his long life, and he was an old gentleman when we took him on to run our village school. He showed his training plainly, because he was extremely interested in his work. He kept the school building clean and warm, and all his spare time he kept himself busy improving the outfit. He painted the basement walls and other parts of the building; he helped to secure a new flagpole; and he seeded the front lawn, and leveled off the playground. He did not use tobacco, and he did not swear. I note these points because they are rare in janitors. Teachers and pupils alike respected him. I wonder why they ever let such a prize go in the city school. Did politics have anything to do with it? As long as I ever have to do with janitors I shall always have Mr. H. for my ideal. He rather spoiled me for some that we have had since; they are so different. This man never said, "It's not in my contract to do that" and he never complained of the teachers.

Mr. E. was a member of the G. A. R., and so I have considerable respect for him. He had served a long time and was giving fairly good service. He was always around, and willing to do anything assigned to him. He kept us warm, but the cleaning was hard for him and hard on us, because he could not always see the dirt that was always there. There was more or less complaint from the teachers and the school board about the quality of his sweeping, but he held on just the same, and died in the harness, having contracted a severe cold trying his best to keep the old heating system full enough of steam to keep us warm. The rewards of a janitor are not often a bed of roses. His position requires tact and patience, and a disposition that does not crave too much recognition for service well done. All good janitors have my highest regards.

Mr. F. was of Celtic origin and, besides being janitor of two schools and of the town hall, he was town constable, dog warden, and special policeman at a miniature Coney Island. I think he was also janitor of several lodge rooms, so he was a very busy man, and his net income must have been more than the superintendent's. He used to hire boys to do most of the cleaning, and you know how much good boys are at such work. The teachers grumbled to me about the dirt, and the janitor cursed the teachers up and down, to me. I did not have the hiring and firing of janitors, and with this type of man talk was wasted, so I had a beautiful time of it. I finally got around it by getting the school committee to hire a woman two days a week to help out on the cleaning, and she did more in her two days that he did in two months. This system was not a model one, I grant, but we had clean school buildings, and that was what I was after.

Mr. G. was a sour little fellow. Every time he drove a nail he put in a bill for it. He had a steam heater in one of his two small buildings, and he tried to make me think it was a hot water heater. I think I finally convinced him that he was wrong. He used to object to the teachers opening their windows to ventilate in cool weather, especially on mornings when he was late in getting fires started. There was little satisfaction talking to him, but I found one way to spur him on. If the school was too cold we would dismiss school for half a day and tell the pupils why. This of course would bring a storm of criticism from the parents. It was necessary to do this about once each winter in order to get sufficient heat.

Mrs. O' was in some ways a good janitress. She kept her building fairly clean, although some of the teachers used to find fault. She would expound very emphatically to me about her cleaning, and the teachers would complain to me about the dust in their rooms. But Mrs. O' was more than a match for them, and she was boss of the school. I always got along nicely with her and found her willing to undertake extra cleaning jobs, if only I was patient enough to let her tell me her troubles, which were many.

Mr. P. is a good janitor. He is limited in intelligence, not a border liner, because he is perfectly literate. But he would not make a successful business or professional man, nor even a skilled mechanic, but he can do all the janitor work, and apparently takes pride in it. He has held his present position for probably fifteen years, and knows all the ropes. He takes considerable interest in the children, outside of classes, and helps handle the school supplies. He enjoys this limited business side of his job, of checking up and giving supplies to teachers. By treating him well, and magnifying the importance of his job, he becomes a very helpful assistant in many ways.

A janitor's work is very important, and in its way just as necessary as the teacher's in a good school system. A janitor can help to educate if he has the knowledge and the will, and he most surely can help to conserve health, by keeping his building clean and well ventilated.

Mr. D. never run anything in the way of a heater bigger than his own kitchen stove before becoming janitor. He was not young enough to learn quickly, and he was timid where there was too much to do. It was like pulling teeth for him to get about early enough on cold mornings to get the building warmed up by nine o'clock,

and he did not always put elbow grease enough into stoking his fires. It took considerable pounding and patience on my part to get him worked in on these crude essentials, but I could see that he made some improvement and so we kept him on. He did not want the job in the first place. In the second place he resigned, but kept on, and resigned again, and again, and in all the other places he was continually asking for more pay. I think he tried, fairly hard for him, to succeed. It was a case of willing spirit, but the flesh was weak. It was during those near post war days, when good help was almost impossible to secure. We were fortunate in having as good janitors as we did.

There is a great opportunity for janitorial work to come into its own. Today, outside of the big cities and the private schools, janitors are poorly equipped, poorly trained, and greatly underpaid. The time must surely come when there will be institutes for janitors. State departments could now well devote some thought to this. Teachers' institutes are an old thing, school board institutes are a fairly new thing, so why not, in the future, a janitors' institute, maintained by the state, and attendance required by the towns, they paying all or a part of the expense of the attending? I know of no class of school workers who might better lend themselves to helpful instruction along the line of a few concrete principles underlying their work, if well hammered in, by some of the more enlightened members of their clan.

A SPLENDID NEW BUILDING

John Rundle, Superintendent of Schools

The little city of Grenada, Miss., population 3,400, has done itself proud in completing a modern high school building at a cost of \$100,000. The building, which was opened with the beginning of the fall session in September, 1923, is most attractive from the outside and inside. A large auditorium, extending from the rear of the building and seating 700 comfortably, fills a long felt community need.

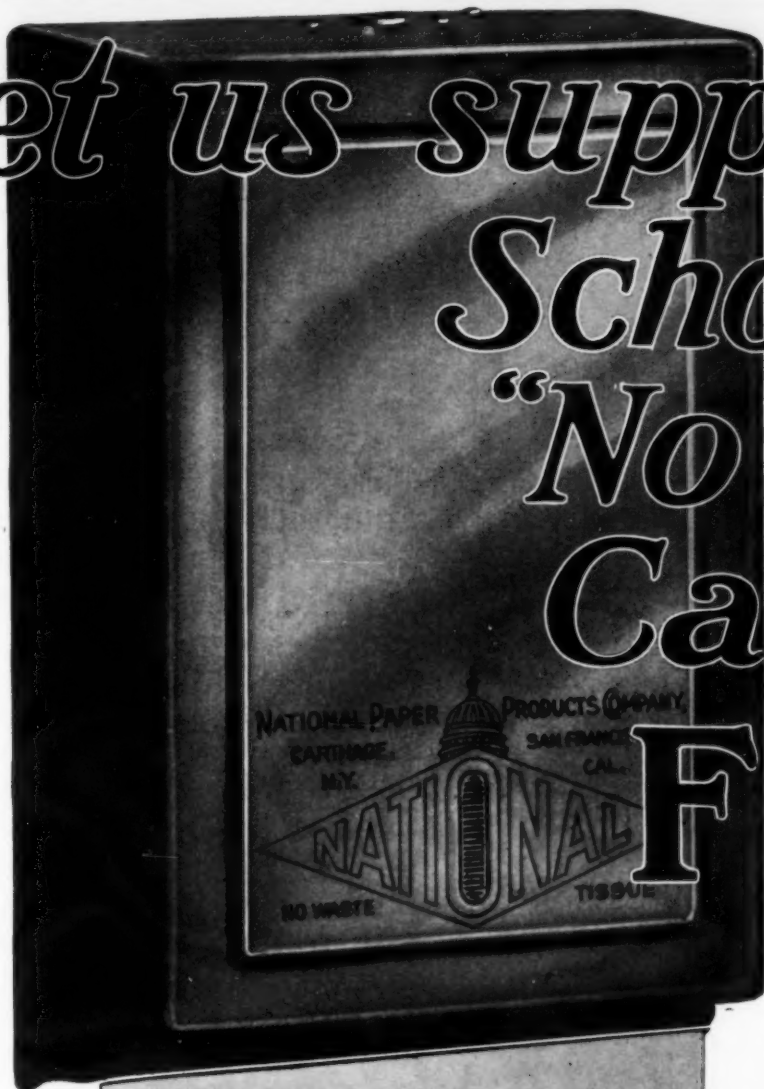
—Oshkosh, Wis. Teachers in the schools have been given twenty days during the year for sickness or disability, and for death in the immediate family, without deduction of pay. The board reserves the right to delegate a physician to make an examination where necessary.

—Indianapolis, Ind. The local chamber of commerce, in a communication to the school board governing new policies for the retirement of teachers, has emphasized two fundamental principles. The association holds that a definite age limit, instead of a limit of years of service, should be set with retirement automatically controlled. Provision should also be made that a teacher physically and mentally capable, at the age for automatic retirement, may be retained by action of the board. It was pointed out that under the old plan, teachers entering the service before the age of 25, would be retired too early, and teachers entering at middle age, would be retired too late in life.



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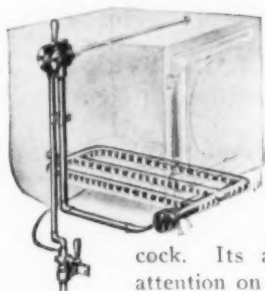




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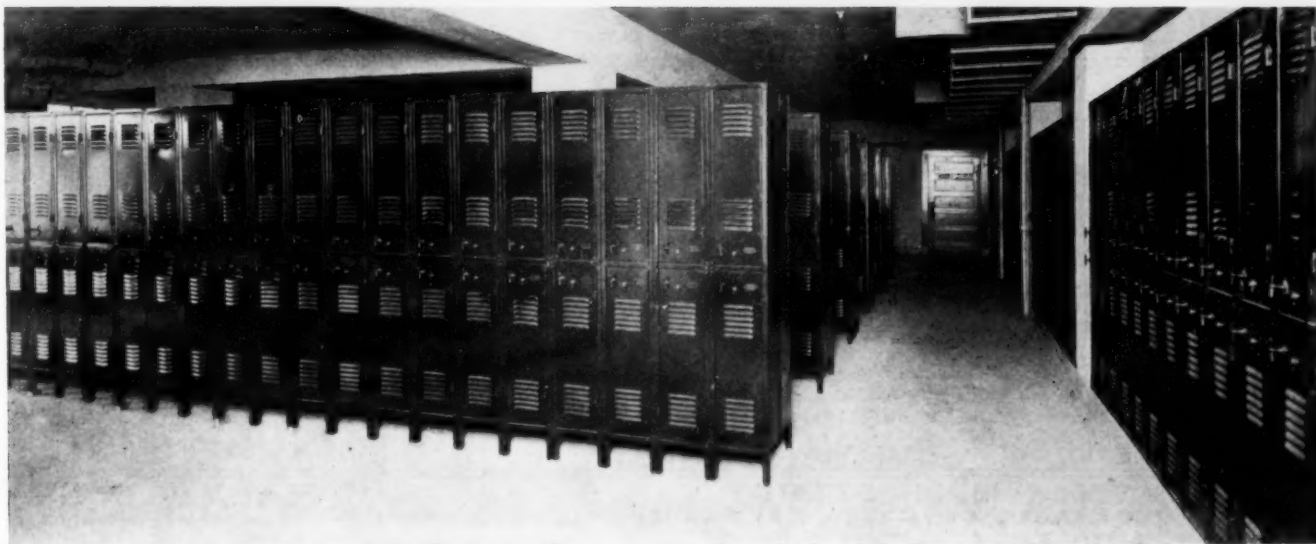
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BERLOY STEEL LOCKERS



SOME RESOLUTIONS FOR TEACHERS

William H. Allen, in addressing himself to teachers in a recent number of Public Service, says: As teacher, I shall:

1. Jump over the fence of tradition at least once each week.
2. Count that month lost which doesn't show one constructive suggestion made to my principal.
3. Forestall "that tired feeling" in June by browsing in January.
4. Help make my teachers' associations—local, state, national—live wires by not being a "mee tooer."
5. Put the soft pedal on shop conversation out of school, or else make world interests my shop.
6. Have classes see the circus parade when it goes by, even if it isn't in the course of study yet.
7. Secure true mental pictures of my students' home surroundings by actual visits.
8. Systematize my out-of-school clerical work so that I shall hardly know I have it.
9. Use skyline current topics to vitalize my teaching.
10. Remember that I am a school salesman.

Investigating Records of Teachers

Out of town applicants for positions as teachers in the New York City schools will hereafter be investigated through a questionnaire to be filled out by those under whom they served. The following questions will be asked:

- (a) Has the applicant ever failed of reappointment?
- (b) Has the applicant ever been discharged from any position or requested to resign?
- (c) Have charges ever been made against the applicant before any school authority?

"(d) Has the applicant ever had any controversy with school authorities, principal, or teachers?"

"(f) Has the applicant failed while under your observation to show self control, courtesy, or respect for lawful authority?"

"(g) Has the applicant shown the proper attitude toward American ideals and the Government?"

SILVER LOVING CUP PRESENTED TO TEACHER

It is rare indeed that a class expresses its appreciation of its teacher in a more substantial form than a mere "thank you" and "good-bye", at the end of the semester or term. Quite in contrast to the ordinary proceedings was the action of a night class in English at Miami, Florida, which at the close of the Fall term in December, 1923, presented to Dr. J. G. Van Ness a splendid silver loving cup.



SILVER LOVING CUP,
PRESENTED TO DR. J. G. VAN NESS.

Dr. Van Ness is an experienced teacher and an enthusiast for education, and a thoroughly human and lovable man. His classes had practically a complete attendance every evening, and have been constantly growing. At the close of the last term this class presented him with the loving cup illustrated in the accompanying engraving.

TEACHERS AND ADMINISTRATION

—Somerville, Mass. To give encouragement for professional improvement of teachers in service by means of extended study, the school board has adopted a plan providing for additions to the salary schedule, to be made in accordance with certain definite regulations. The plan which went into effect on February first, provides that increments of pay earned by professional study shall be paid in May and September, and shall be included in the teachers' payroll of the following month.

Under the plan, increments of pay will be given amounting to \$300 for 360 hours of professional study, the sum to be divided into units of \$75 for 90 college hours of such professional study.

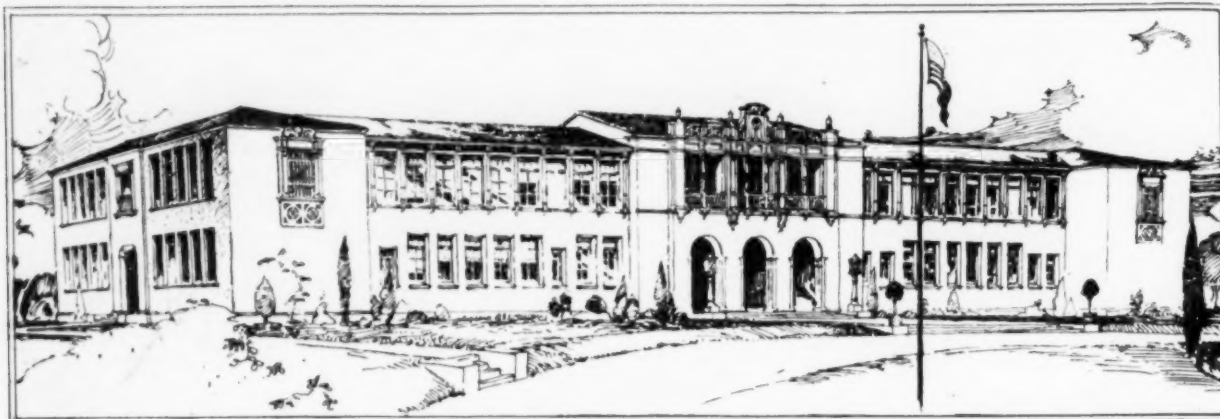
Courses of study must be such as are given by colleges of approved standing with credit toward degrees, and must be approved in writing in advance by the superintendent.

Credit may be obtained either through extension course, certain approved correspondence courses, or summer courses carried on in such a way as not to interfere with the daily work of teaching.

Only one increment of \$75 may be given in any one year, and only work to an extent of 60 college hours may be undertaken during this period.

—Members of the teacher's retirement fund in Connecticut during the past year increased from 6309 to 6822. The total amount paid in pensions since the system was inaugurated in 1917 is \$189,228.59. The average pension paid to retired teachers the past year was \$34.87 a month. Since 1917 the teachers have paid in assessments of five per cent on their salaries \$1,367,284.90.

"A teacher's good temper is to a school what good feet are to the army. Superior teachers do not have 'scenes' before classes." So says William McAndrew, Chicago's new superintendent.



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ent of schools. "There is no worse affliction than not liking your work, and if you do not, there are only two decent and honest things to do, like it or get out.

"Teaching is a business that does not need martyrs. A teacher with sad resignation and mournful face is a plain nuisance."

—The board of education at Perth Amboy, N. J., bars married women teachers. This has prompted the teachers' council of the national women's party to frame a bill to be submitted to the New York legislature forbidding any discrimination in the schools on account of sex.

"The Vesuvian teacher was so common in my childhood that my mother wept the first day she took me to school," said William McAndrew, the superintendent-elect of the Chicago schools. "For the last twenty years my daily walk and conversation has been mostly with teachers. I cannot name any kind of workers who register so high a degree of courtesy, patience, reasonableness and intelligence."

—The teachers' pension survey committee of New York City will employ actuarial service at a cost of approximately \$5,000 to determine: 1. Cost to the city and to teachers of pension based on the average salary of the past five years, with 35-year retirement. 2. Cost to the city and to teachers of retirement on the present ten-year average basis, after 30 years instead of after 35. 3. Cost to the city and teachers of pension based on last five years' salary with 30-year retirement.

—School teachers of Seattle, Wash., will not be asked to assume the responsibility of diagnosing incipient cases of child disease as proposed by Dr. Hiram M. Reed, city health commission, according to school medical director, Dr. I. C. Brown. The suggestion that the teachers be taught to recognize contagious disease has been declared impossible by the medical director. The teacher is a high trained specialist with her time fully occupied, and should not be expected to assume this responsibility.

—New York, N. Y. The board has amended its by-laws in accordance with the salary schedules adopted for 1924. The changes include salary adjustments for elementary school principals, junior high school principals, evening elementary school teachers, teachers of special classes, teacher clerks and substitute instructors. The schedules also provide a change in

the pay for pupil teachers in training schools, who will receive carfare next year in lieu of \$2 a day, formerly paid.

The new rates for elementary and junior high school principals are from \$3,750 in the first year for schools having from twenty-five to forty-eight classes, to \$5,540 in the fifth year for heads of junior high schools or schools with junior high school departments having eighty-five or more classes. In this connection the board amended its by-laws so as to make the minimum sized schools entitled to a principal one of twenty-five instead of eighteen classes, as at present.

The schedules do not deprive principals regularly in charge of schools of from eighteen to 24 classes of the right to continue in charge of these schools under the conditions under which they now serve.

Principals of elementary schools not designated as junior high schools, but having a high school department, will be paid the salary provided for a principal of a junior high school having the same number of classes. Principals of high schools having supervision of junior high school grades will receive a salary not less than that to which they are entitled as principals of junior high schools having the same number of classes.

—The Michigan Teachers' Association, at its recent convention in Lansing, adopted a report recommending that teachers be compensated according to educational preparation, and that salary schedules be adopted permitting teachers to save at least \$300 a year. The report presented by Clifford Woody of Ann Arbor, was based upon information relative to salaries and living costs furnished by teachers in cities of all sizes throughout the country.

—The school board of Auburn, N. Y., has been served with a writ of mandamus to compel the payment of a salary increase to Edith E. Armitage, a teacher in the schools. The action is a friendly one to obtain a judicial interpretation of the state law fixing the minimum salary at \$1,000, and providing increases of \$75 each for eight years. Mrs. Armitage claimed a salary of \$1,600 on the ground that the law is retroactive and the provision applies to the period before the law was enacted.

Evening school teachers of New Britain, Conn., petitioned for an increase from \$2.50 to

\$3.00 and it was granted.

—Leaves of absence for a year will be granted to New York City teachers who have completed ten years of continuous satisfactory service, under a resolution recently adopted by the board of superintendents. Such leaves of absence will be for purposes of study, travel or rest and will take effect at the beginning of either school term. A leave of absence for rest may be taken at the completion of twenty years of satisfactory service in the schools.

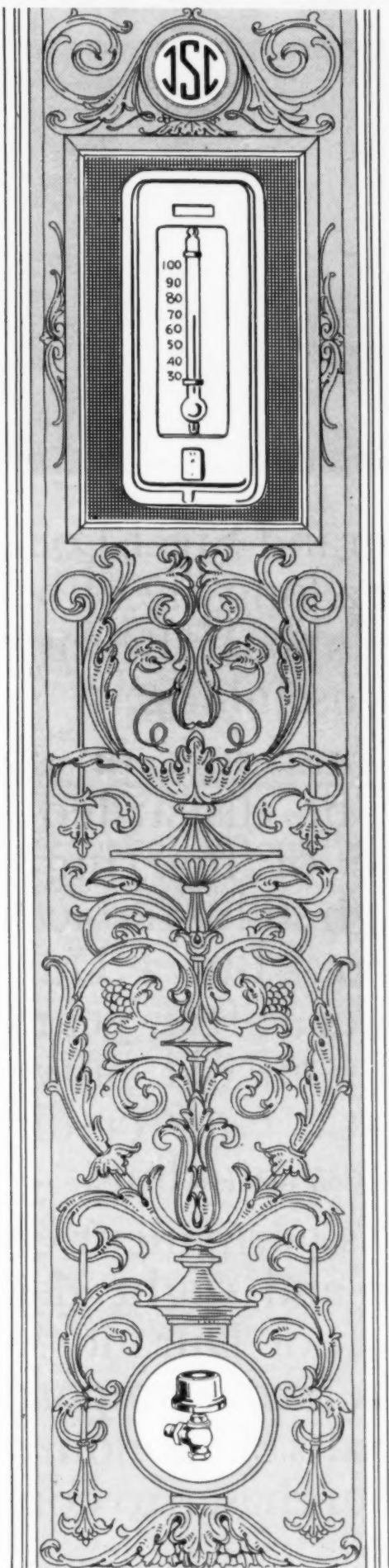
—That efficiency and not length of service should be the standard by which teachers are judged in teaching is the belief expressed by teachers and principals of schools at Indianapolis, Ind. The statement was made in opposition to a ruling of the Gadd-Haslep faction of the board which called for the automatic retirement of all teachers after the completion of 45 years of service, and optional retirement after 40 years. The effect of the enforcement of such a rule, it was pointed out, would be to remove some of the best workers on the teaching force and to leave those less efficient.

—Travel by teachers is encouraged by the school board of Tulsa, Okla. Every third summer, a teacher who spends her vacation in travel, is paid full salary at the same rate as during the regular term.

—The education committee of the Indianapolis Chamber of Commerce has adopted a resolution urging automatic retirement of teachers 70 years of age, and favoring thorough study and revision of the teachers' pension system.

—When Miss Dorothy Vant, a teacher in the Minetto union school, inflicted corporal punishment upon a sixteen-year old girl student, legal action on the part of the parents followed. The school board, upon investigation, not only approved the action of the teacher, but also agreed that this school could not be handled without resort to the rod.

—The Oak Grove, Delaware, school board dismissed Miss Mayme Statnekoo as principal of the local school for disrobing a small boy pupil as a punishment, whereupon residents appealed to State Superintendent H. V. Holloway. There is a feeling in the community that the disciplinary situation demanded some drastic punishment. The law enables the board to exercise its judgment in the removal of teachers.

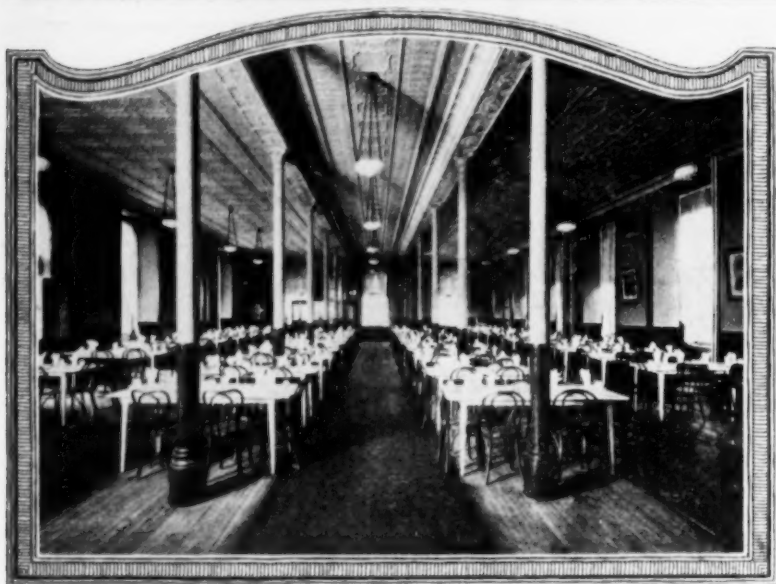


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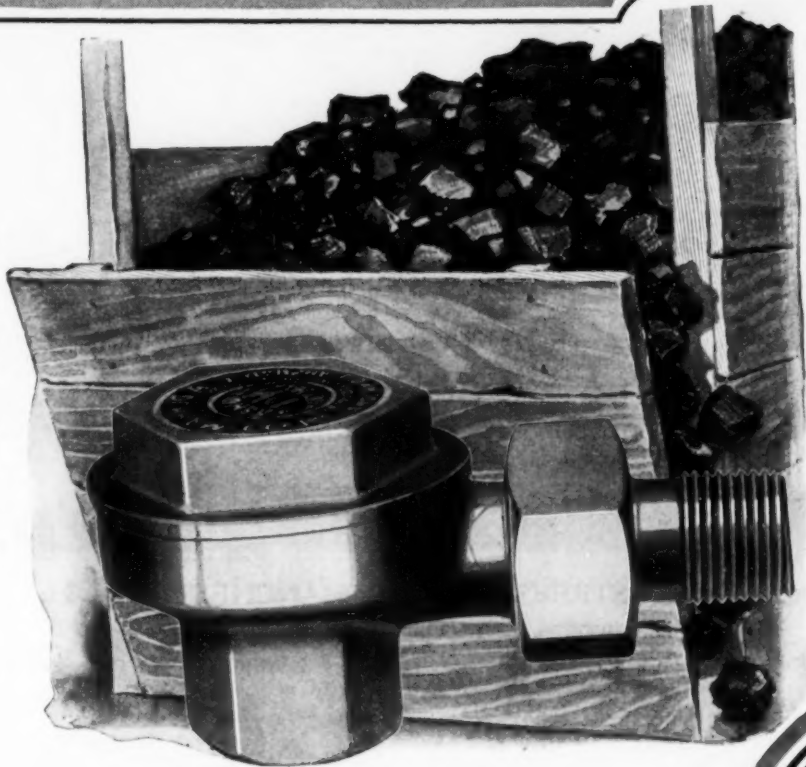
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Dunhamized radiators are HOT all over, free from air, water, and knocking, pounding, jarring noises. There are no hissing, attention-distracting air valves on radiators equipped with Dunham Radiator Traps. How many tons of coal per year will Dunham Heating save your school? Send us your name and address and we will forward operating data from several Dunham-heated schools.

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Nebraska School Boards Convene

Grand Island was the scene of the joint meeting of the Nebraska Association of School Boards and School Executives and the Nebraska Association of City School Boards on Thursday, January 31 and Friday, February 1st. The registration totalled about 300, representing some sixty school boards. Mrs. E. C. Felton, of York, and C. A. Phillips, of Cambridge, presidents, respectively, of the associations, made the opening addresses. Of major interest in the opening session was the reception of the report of the joint executive committee on welding the two organizations into one and F. E. Edgerton, of Aurora, chairman of the joint organization committee, read the report of the committee, in part as follows:

"We, the members of the joint executive committee of the two organizations, respectfully report that the committee met at York and discussed the problem, and it was decided that recommendation for consolidation should be made under the name of Nebraska School Board Association. It was further recommended that F. E. Edgerton, the chairman of the committee formulate a concise constitution for the association.

"We respectfully suggest to the members of both associations that a consolidation of the associations can be of benefit to the members and that the holding of meetings of two associations having like objects and purposes is expensive and inefficient.

"We suggest that both associations be dissolved and that a new association be created entitled The Nebraska School Board Association."

A single organization was consummated at a joint session and the constitution was adopted.

Mrs. E. C. Felton, retiring president of the Nebraska School Boards and School Executives in her address raised the question as to the parental interest in the hours of the high school student away from school, if by showing too much interest in activities such as Girls' Reserve, orchestra, class parties and other diversions "it might not lead to less home life and

too much organized life." She also asked whether school patrons are interested in reading reports of the board's expenditures.

C. A. Phillips, retiring president of the Nebraska Association of City School Boards, in his address spoke principally on modern tendencies, crowded conditions, lack of intelligent interest in education, school activities other than those of the teams chosen to represent the schools, and outside influences upon students. Reference was made by him to the recently applied new science of educational psychology as tried out at Laurel where children have incorporated one-half day of practical work under capable supervision in each school day. He quoted a leading university educator of the East when he said that only 50 per cent of all children should be in high school and only 10 per cent are worth sending to college.

Normal Training Problems

State Inspector of Normal Training, Archie Burnham, of Lincoln, in an impromptu speech from the floor during the discussion on "Is the High School Normal Training Course Satisfactory and Practical?" revealed some astounding facts. During the coming months, following the graduation of this year's class of normal training students there will be probably more than 500 holding a second grade rural certificate for whom there will be no open position in Nebraska. Last year there were nearly 300 in this predicament. Of the 3,100 enrolled in normal training in the senior class in Nebraska this year, about 2,800 will complete their work and only about 2,200 will enter the rural schools as teachers. He believes the five-year high school course proposed by Dr. J. F. Cole, of Aurora, for normal training students, the fifth year made optional, would be the ideal training to offer the future rural teacher.

That the presentation of a normal training course, as at this time offered in many high schools, leads many young girls away from a possible college course later was the opinion expressed during the discussion by Mrs. A. M. Tillman, of Hooper.

Action by the state legislature would be necessary to institute a five-year normal training high school course. Superintendent E. L. Rouse, of Scottsbluff, read an able paper presenting the entire problem.

Tax System

The unfairness of the personal tax, the weakness of the levy system, and the general need for a readjustment of the current tax system were the main thoughts of the closing paper heard in the Thursday afternoon session and was given by O. A. Wirsig, of Kearney, with "Financing Public Education" as the theme for same.

Harlan D. Updegraff, of Mount Vernon, Ia., and president of Cornell college, followed closely Thursday evening in his address the same subject at the afternoon session by Mr. Wirsig. He had a chart showing the relative cost of maintaining teachers and current expenditures in a given community as to the full valuation of property in the same community. York County, Nebraska, was cited as a concrete example. The mean average in a rural district valued at \$350,000 per teacher in York county was a three mill levy. The consolidated school district of the county was the same. Similarly, the norm for the city schools in the same county was shown to be 11 mills on a valuation of \$150,000 per teacher.

The ends of the state in giving support was summarized in the thought that all districts should benefit through a central channel; some by receiving and others by giving assistance. Mr. Updegraff insisted that there must be a method to equalize educational opportunity among the widely varying districts, geographically and in wealth.

Education and Economy

J. W. Searson, of Lincoln, editor of the Educational Review and professor in English at the University of Nebraska, spoke on "Education and Business Economy" and revealed some astonishing facts, the result of recent research.

The combined expenditures made by Americans annually, at present for churches, schools and government, local, state and national, is approximated by him to be six and three quarters per cent of the total annual American

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A thrifty consideration of your building's future will prompt your requesting complete information—which we will be glad to furnish.

income of some seventy billion dollars. He also showed that we divide our incomes as follows: investment, 11; waste, 14; luxuries, 22; living costs, 24½; miscellaneous, 13¼.

At a meeting of 75 superintendents held at the Chamber of Commerce rooms the participation of high school girls' basketball teams in a state tournament was unanimously opposed on moral and physical grounds. The participation of the high school girls in competitive athletic meets was also discouraged by the group, by a ratio of 5 to 2.

At the section meetings held Friday morning, several topics came up for discussion, among which were the questions of "Paying Teachers on a Twelve-Months Basis" and "Should Boards Adopt a School Year of 180 Days Actual Teaching?"

Resolutions Adopted

The report of the resolutions committee of the Nebraska School Board Association was adopted by unanimous vote at the closing session of the convention. It was in the main as follows:

"Since the number of legally qualified teachers in Nebraska now exceeds the demand, we believe the time has come for insisting upon higher qualifications for teachers in order to eliminate the inefficient teachers.

"Believing that the equalization of educational opportunities is a paramount issue in the national educational program, we recommend that Nebraska modify her school laws to provide for an increased state and county aid, and a more equitable distribution of the same.

"We urge the speedy adoption of the uniform accounting system recommended by the state department. We recommend that only cities using the uniform system be included in comparative tabulations.

"We recommend that the school year shall consist of 180 teaching days, and that such provision be made a part of the teacher's contract.

"We recommend that this association shall not be held during a week which includes the first day of the calendar month."

Superintendent J. H. Beveridge, of Omaha, addressed the meeting on the subject "State School Support" and State Superintendent

John M. Matzen, of Lincoln, gave a talk on "Some Needed School Legislation."

The officers elected were as follows: C. A. Phillips, of Cambridge, president; Mrs. Perry, of Harvard, vice-president; H. O. Schaaf, of David City, secretary-treasurer.

The time and place of the 1925 convention was left to the decision of the executive committee. Omaha and Lincoln are under consideration.

The Schoolmasters' Club luncheon was held Friday evening at the Yancey hotel following the close of the convention of the Nebraska School Board Association. The next meeting of the club will be held at Lincoln on May 16. Dr. George D. Strayer is scheduled to address the club there.

NATIONAL SCHOOL BUSINESS OFFICIALS MEETING

The next annual meeting of the National Association of Public School Business Officials will be held May 12, 13, 14, 15 and 16, at Indianapolis, Ind. President D. D. Hammelbaugh has announced that the program for the meeting is well under way.

The headquarters for the meeting will be at the Claypool Hotel. School officials desiring to attend the meeting should make their hotel reservation early in order to be sure of accommodation at a time when the city will be host to a large number of visitors.

LABORS OF THE UNITED STATES BUREAU

John J. Tigert, the United States commissioner of education, has issued his report for the fiscal year ending with June 30, 1923. After describing the field services of the bureau he deals with the research labors engaged in.

Summarizing all types of field service, Mr. Tigert reports that 25 members of the bureau staff rendered an aggregate of 1,295 days of service in 44 different states. This service included 267 public addresses in 37 different states to audiences aggregating 60,000 persons.

The bureau conducted, during the period named, nine educational surveys. These surveys included the system of public education in Oklahoma, higher education in Kansas, Massachusetts, North Carolina and Georgia, rural schools in Beaufort and Currituk counties, N.

C., and the city school systems of Alexandria, Va., and Oak Park, Ill. The service division also reports many trips to various points in affording counsel on local school problems.

Commissioner Tigert was away from his office 193 days and travelled 55,000 miles, visiting some thirty states and addressing audiences aggregating 150,000 persons.

A CATECHISM ON BALTIMORE SCHOOLS

"A busy man's catechism on the Baltimore public schools" is the title of an eight-page pamphlet which deals with questions and answers relating to the Baltimore, Maryland, schools.

The answers give the school attendance at 106,531; teachers 2,989; school days, 184; cost \$6,730,285; local support, \$4,636,490; state support, \$1,088,966; miscellaneous revenues, \$1,004,829.

In answering the question as to the proportion of the tax dollar going to the schools (1922) the following table is provided:

	Per cent
Los Angeles	39.3
New York	36.8
Milwaukee	33.4
Chicago	33.4
Pittsburgh	33.2
St. Louis	32.8
Buffalo	32.2
Detroit	30.4
Boston	30.1
Philadelphia	28.8
Baltimore	21.9

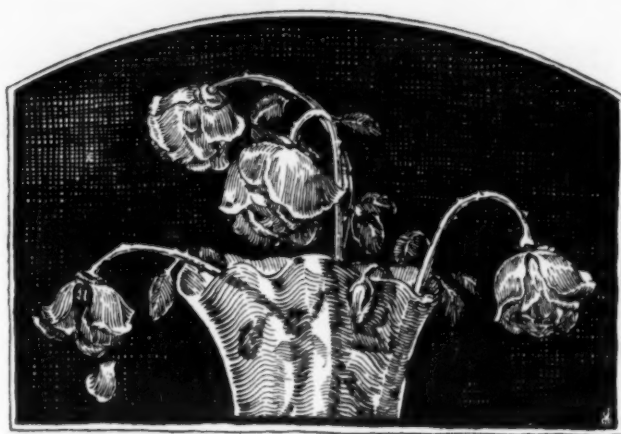
Citizens Aid in School Plans

—Hereafter residents of districts where new schools are to be erected will be granted special opportunity to suggest plans for institutions if a tentative arrangement made by the San Francisco board of education turns out satisfactorily.

The board inaugurated this new system October 31st, when it met with residents of the Park-Presidio District to consider plans for the new Alamo school to be erected on the block bounded by 22 and 23 avenues and Calif. st.

—The Providence, R. I., board of education has created the position of dean of girls for the commercial high school at a salary of \$2,800. The position is to be filled by a woman.

The Flowers that Drooped and the Tale they Told



THAT morning one of her pupils had brought her roses as a valentine. Now, at the close of school, she found them wilted and lifeless.

It was a small disappointment but it gave her the clue to the reason for a bigger one. Suddenly she realized why her class had been falling behind, why the pupils she had found so quick and bright early in the Fall seemed duller, less interested in their work.

They lacked fresh air! Judging by her own convenience, engrossed in her work, she had not realized the particular need of fresh air, of the right temperature and of the right volume in the school room.

Without proper ventilation it is impossible to realize fully on the expensive machinery of education. The best of teachers and equipment will not overcome the handicap of poor heating and ventilating. Leading architects and engineers are finding it more satisfactory to care for the individual needs of individual school rooms by the Unit System of heating and ventilating.

The Buckeye Heatovent heats and ventilates each room separately according to requirements worked out in advance of engineers trained to look upon individual rooms as individual problems. Each room has its own unit controlled by the touch of a button. The economy of heating and ventilating rooms only when actually in use effects remarkable fuel savings.

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Drinking sanitation is one of the most important considerations in keeping school children healthy. Install

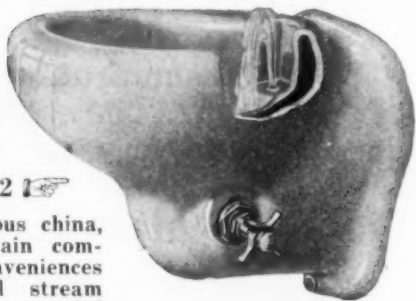
R & S Fountains with the germ-proof, Vertico-Slant Jet—you can't get away from drinking sanitation then.

See where the nozzle is located—at the bottom of a recess protected by walls on three sides. Absolutely no place where unseen contamination can hide. The slight slant prevents bacteria laden water from falling back upon the jet. **LIPS CAN'T TOUCH THE NOZZLE**—and the stream of water is just right for easy and comfortable drinking.



No. C-147

A pedestal fixture of galvanized pipe and with extra heavy vitreous china bowl with Vertico-Slant stream. An extra strong fountain for the playground.



No. C-92

Handsome vitreous china, one piece fountain combines all the conveniences of the vertical stream fountain with the special slanting stream feature. Glass or cup can be readily filled from it.

R & S Sanitary Drinking Fountains come in a complete range of sizes and models for every requirement. Write for the beautifully illustrated R & S catalog with prices, specifications and full information. It will be gladly sent upon request.

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ANY plumbing will do for ordinary service. But—where every day mass service, year in and year out, implies constant and severe usage, plumbing must be installed possessing an extra margin of quality and durability.

That architects and school-boards have long recognized this fact is verified by the many fine schools and educational institutions equipped with Wolff Quality Plumbing.

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Are school boards one-sided?

Is enough attention devoted to the practical business side of school administration?

AS a Board Member you are a responsible director of a corporation engaged in a mighty complicated business.

You have the same problems of plant upkeep, repair and expansion as the manufacturer. You must decide practical questions that constantly arise concerning the administration of a business organization.

Even such details as the proper paint for school interiors, how to add years to the life of floors, and repairing a leaky roof—are part of your responsibility.

When it's time to paint

Halls, auditorium and recitation rooms must be bright and cheery. CEMCOAT, the gloss enamel paint, intensifies light and adds a richness of tone and color. It stays white, is durable, washable and economical.

In study hall or library, it would be well to paint with SONOTINT. You will like the restful and mellow light it gives, and its soft, easily-washed surface. Both CEMCOAT and SONOTINT are furnished in white and colors.

Care of the floors

Even a concrete floor, if left untreated, succumbs in time to the scuffing of countless feet.

A fine harsh dust is raised that is injurious to the lungs and hard on clothes and furniture. You can have floors as hard as granite at the price of concrete, however, if you will coat such floors with LAPIDOLITH.

LAPIDOLITH is a liquid chemical compound that combines with the loose-grained concrete and forms a crystalline surface as hard as flint. It adds years to the life of a concrete floor, making it dust-proof and wearproof.

If your floors are of wood, a treatment with LIGNOPHOL will prevent the usual drying out, splintering, rotting or wearing away. LIGNOPHOL restores the natural oils and gums of the wood, keeping the floor resilient, non-absorbent, sanitary. LIGNOPHOL is not a surface oil; it is a preservative that penetrates the wood.

Weather-proof your roof

When a roof leaks, STORMTIGHT will save you the expense of re-roofing. STORMTIGHT is a thick elastic compound that stops leaks. Simply brush it on over any material and it forms a tough protective covering that is impervious to wind, rain, sun or snow. Made in a variety of colors.

If your contractor cannot obtain these products, write us direct. If you desire more complete information, send for literature.

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The Health of German Children

Dr. Haven Emerson, formerly of New York City, who recently spent some time investigating child life in Germany, declares that cases of collapse in the schoolrooms of Germany have never been so great as at the present time. Practically everywhere there is a discrepancy of almost two years between the age, height and weight of children, so that a child of 10 years in Germany corresponds to a child of 8 in other countries.

Dr. Emerson also points out that while children still apply at the age of 6 years for admission to schools, twenty per cent of them are unfit to attend through lack of food and inability to study. Then, too, it is impossible to raise the temperature of classrooms more than sixty degrees because of the reduction of the coal supply.

In the matter of disease, it is found to be a long chronic battle between resistance and infection. In the first nine months of 1923 there were as many deaths as in the preceding twelve months. It is in the age groups, 10 to 20 years, and 20 to 30 years, that the greatest increase in deaths from tuberculosis has occurred. Children who in the last few years have been short of food, shelter and protection, now show the greatest increase in the mortality rate and the disease rate due to the change in the standard of living.

Dr. Emerson pointed out that Germany and her charity agents are doing a great deal to help the people. He explained one of the methods of self-help which have been adopted. If a teacher finds in the course of her work that a child has no adequate food, she asks the family for its consent to have another family take the child for one meal a day for a year. She then asks other families in less desperate straits, whether they will give the child one meal a day for this length of time. In this way she secures the promise of seven families to look after the hun-

gry youngster, each family offering one meal a week. This is what is called neighborhood circles and there are 1,200 of these in Berlin alone.

On the results of a survey conducted by Dr. Emerson, he bases an estimate that 2,000,000 school children will need food and clothing for the next six months if those children are to remain in school and out of the reach of tuberculosis. In addition, there are 500,000 children under school age who are exposed to a denser infection than anything seen in this country. Infant mortality is increased by insufficiency of the diet. In most homes there is but a potato and a half to a plate, half a boiled herring and a plate of meal. This is the diet week in and week out.

HYGIENE AND SANITATION

—The school board of Central Falls, R. I., has established a dental clinic to care for the dental needs of the school children of the city. The clinic is equipped with modern dental appliances and is in charge of two practicing dentists. The treatments consist of cleaning, filling and extracting, for which a nominal fee of fifteen cents is charged. To children who cannot afford to pay this fee, the service is given gratis.

The clinic has been established to overcome conditions revealed in connection with dental inspections covering the last five years. It was found that only a small percentage of the parents provided the proper treatment when dental defects were called to their attention. It is expected that much improvement in the condition of children's teeth will result through the work done at the clinic.

—A second nurse has been added to the medical staff in the Meriden, Conn., schools. She will also give nursing care to the parochial schools.

—Among the good things that are being planned by the school dentist and his assistant in Waterbury, Conn., for the coming year is an extensive lecture course covering the topics of personal hygiene and public health in the upper grades of the schools. This lecture program will include the use of moving pictures and slides.

—A woman physician will be among the new employees of the board of education, New Britain, Conn., next year. At present the school

physician examines all the students of the junior and senior high schools, but there is a feeling that a woman should share this work. The system of physical examinations will also be extended to include the parochial schools.

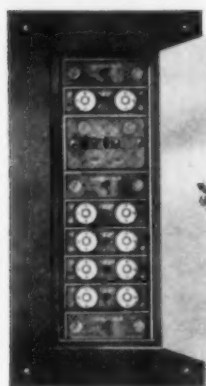
—Miss Grace B. Benjamin, president of the School Nurses' Association of Newark, N. J., in the Newark School Bulletin, presents the following illustration to show the direct bearing on instruction of much of the nurses' work in the schools:

"A new boy entered a certain school. Having been placed in a classroom according to his grade he tried to see how much trouble he could make. Of course, in a very short time the regular routine of that particular classroom was shattered as the teacher had to spend so much time correcting Tony. Repeated consultations with the principal, the vice principal, other teachers, and the boy's mother failed to bring about any solution of the problem. Finally Tony was taken to the school nurse, who gave him a thorough examination. Her examination revealed four defective teeth, a running ear which caused deafness, defective vision, and malnutrition. The case necessitated a home visit and consultation with the parents. The home conditions were found to be distressing, but the parents were wonderfully cooperative. Tony was one of seven children. The nurse advised a course of health habits for him and referred the parents to the proper authorities for physical corrections. Inside of eight weeks Tony's teeth were repaired, his ear was being cared for which improved his hearing, he was wearing glasses, had gained two pounds and his whole appearance was greatly improved. Not only this but Tony had obtained a certain amount of self respect and now he is giving his teacher no trouble and is doing good classroom work. Result—Everybody happy."

—The school board of Somerville, Mass., has asked the board of alderman to approve an appropriation of \$6,000 for the annual physical examinations of pupils, as required under the laws of the state.

—Lansing, Mich. The school board and the board of health have cooperated in providing iodine treatment for goiter. Goiter cases have been found to be prevalent among the school children.

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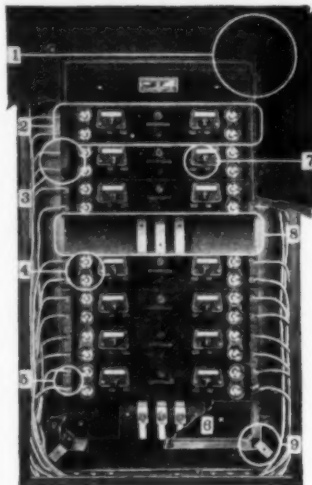
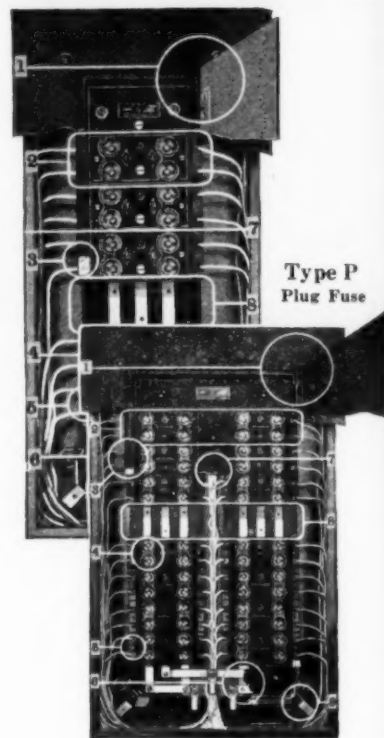
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—A school nurse has been employed at Crystal Lake, Ill. The nurse will look after health conditions in the schools, keep watch for infectious or contagious diseases, and handle all emergency cases. In addition to her health duties, the nurse will act as an attendance officer, investigating and reporting causes of absence among the pupils.

—Schenectady, N. Y. Dr. John E. Burke has been appointed chief medical inspector on full time, at a salary of \$4,000 per year. Dr. Burke will have his headquarters in the high school and will be assisted by five associate physicians for one hour daily.

The dental program of the schools is in the future to be limited largely to prevention work. The correction of defective eyesight is to be included in the new program of health supervision. School cases are to be turned over to the city oculists, thus eliminating the expense of a specialist. Another phase to be included will be the observation and correction of nervous diseases.

—Chicago, Ill. Asserting that between 35 and 40 per cent of the children in the schools suffer from under-nourishment, the physicians' fellowship club has taken steps by which it hopes to bring about the correction of this condition. It is pointed out that few parents know how to feed or care for their children. Education alone will eradicate the condition.

—Dr. Hugh Grant Rowell, in a comparative study of working boys and girls and school students, has concluded that the average child of 14 to 15 may safely work in an industry provided the examining doctors perform their duties and provided the health authorities cooperate with the schools. In the study, a group of continuation pupils from the New Bedford, Mass., mills were found to compare well in health with a school group of similar age and educational qualifications. As a rule, the working child was less likely to be underweight than the school child.

—For the purpose of encouraging better health standards in the schools, the school board of Montgomery County, Tenn., has offered a silver loving cup to the schoolroom maintaining the best weight standards. The cup will travel from room to room and the ratings will

be determined at regular intervals by the County Health Unit. The first award is shortly to be made to the room having the highest percentage of pupils normal in weight.

—Dr. E. Alexander Hatton has been appointed a full-time medical inspector at Norfolk, Va. The school board will enlarge its medical program and Dr. Hatton will give considerable time to the extension of the nutrition work. The nutrition work started last fall has been particularly successful, all of the pupils gaining in weight and improved appearance.

—At Syracuse, N. Y., Schick tests for diphtheria are given at two clinics. Notices are issued the day before the clinic so that mothers of small children may bring them for treatment.

ONE STORY SCHOOL BUILDINGS ADVOCATED.

—One-story school buildings, in many respects, are more satisfactory than the standard two and three-story buildings, according to Dr. F. B. Dresslar, specialist in school hygiene of the United States Bureau of Education, who was present at a recent conference of school officials, architects, engineers and contractors held at the Claypool Hotel, Indianapolis, Ind., under the direction of the Indiana state education department. The meeting was devoted to a discussion of new and improved methods of construction and design for school buildings. The meeting which was the first of its kind in the state is expected to show beneficial effects in the direction of school planning and construction.

Dr. Dresslar, who spoke at length at both sessions, emphasized the location of school buildings in relation to the city. So far as possible, he said, school buildings should be built on the outskirts of the city instead of in the business district. Here additional ground for growth is provided, the children are removed from the noise and dirt of the city, and are not compelled to ride on street cars to get to the school building. One-story buildings, built around a court or cloister, are becoming more common in the South, and are gradually finding a place in the North. In the North the one-story building is more expensive to heat, but it has the advantages of greater flexibility, less risk from fire and beauty. Dr. Dresslar declared that most fire escapes on two and three-

story buildings are worse than useless. In discussing classroom units, Dr. Dresslar gave the ideal dimensions of a classroom seating forty pupils as 22x30 feet, with a twelve-foot ceiling. He advocated windows at least four feet from the floor, on the west or east side of the building, wooden floors and smaller black-board space.

Dr. William F. King, secretary of the state board of health, spoke on the subject of school sanitation. He traced the progress made in Indiana in providing more sanitary buildings and cited changes and improvements to be made in future buildings.

Mr. E. E. Ramsey, director of elementary and high school inspection for the state, talked on the need for better school buildings, and cited faults present in many existing structures.

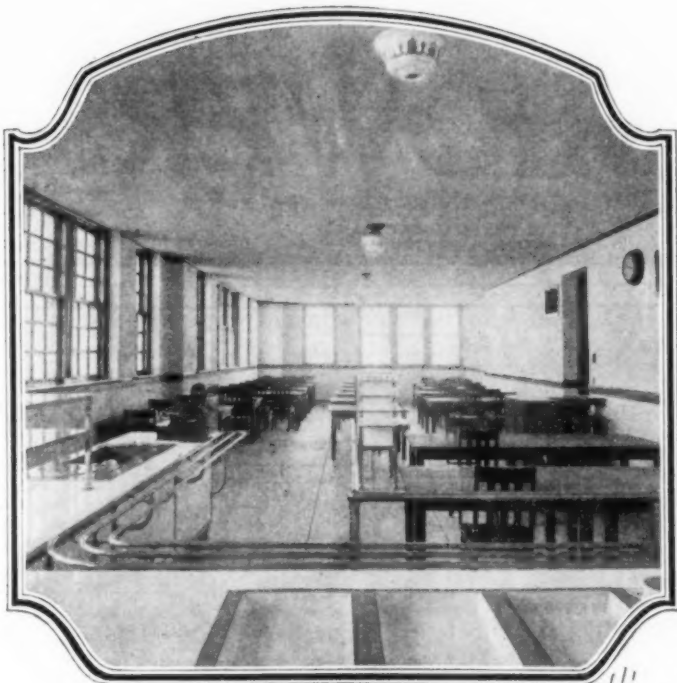
State Supt. B. B. Burris, in explaining the purpose of the meeting, discussed the problem of adequately meeting the requirements for housing school children in an ever-increasing number.

At the session on heating and ventilating problems connected with the building of schools, Dr. Dresslar was the principal speaker. Having recently completed a survey of heating and ventilating systems in school buildings in all parts of the country, he was well fitted to discuss so important a subject, and he brought to the meeting the best methods in actual practice. He pointed out that mechanically operated ventilating systems while satisfactory in principle, had often proved unsatisfactory through improper operation. Good results have been obtained, he pointed out, with window ventilation, as against forced ventilation with fans.

—In an Illinois city the tardy teachers objected to becoming clock punchers. Thereupon the local editor arose and said: "If the present school regulations touching absence and tardiness of teachers are too drastic, won't the teachers volunteer a code of their own, having in mind the responsibilities of stewardship, the needs of school discipline and the maintenance of a wholesome morale?"

Every New School You Build Should Have a Cafeteria

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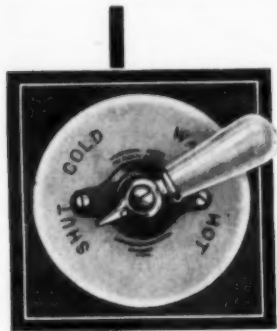
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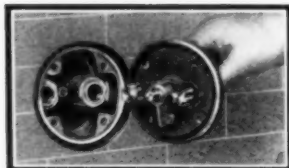


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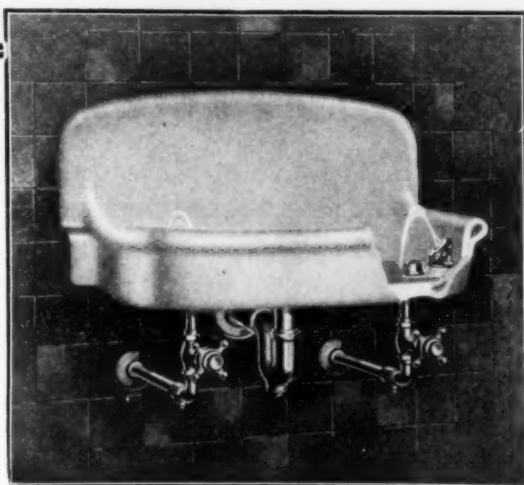
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Two-Part Vitreous China Wall Fountain

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SCHOOLHOUSE DEDICATIONS

—The new \$50,000 Rock River community consolidated school in district 125 was appropriately dedicated in a speech of welcome by Arthur G. Johnson, member of the board of education, and an address by B. Jay Knight. Mrs. Abbie Jewett Craig, county superintendent, was also one of the speakers.

—John A. Hays, county superintendent of schools, was the principal speaker at the dedication of the new school at Peoria Heights, Ill. His subject was "Retrospection." E. J. Brayton, president of the Peoria Heights school board, spoke on "Looking Forward" in which he outlined the future of the local school system.

—One thousand persons attended the dedication of the new high school at Sparta, Wis. The building contains sixty-four rooms besides store rooms. There are four main study halls, each with a seating capacity of 100, a student library, thirty classrooms, kitchen for domestic science, shop and drafting room for manual training, typewriting and bookkeeping rooms, and rooms for the agricultural course. Offices, vaults, make up the remainder of the splendidly equipped building. On the main stair landing, a bronze tablet was erected as a memorial to Sparta world war veterans who made the supreme sacrifice, nearly all the sixteen being high school students at some time. Mrs. Orville Arnold, widow of the late Capt. Arnold, for whom the American Legion post here was named, unveiled the memorial tablet. The building committee consisted of the board of education, Ole Doxrud, clerk; Lee Canfield, treasurer, and Dr. Spencer D. Beebe, director; together with an advisory committee consisting of Harley W. Jefferson, D. L. Jones, H. J. Masters and Louis T. Hill.

—The dedication of eleven new consolidated schools in the vicinity of Oakley, Kansas, began in January. The schools were constructed at a cost of \$650,000.

—The new Irene S. Reed high school at Shelton, Washington was opened with addresses by Dr. Henry Suzzallo, president of the University of Washington; Mrs. Josephine Corliss Preston, state superintendent; Edwin Twitmeyer and Mark E. Reed. The school is named after the wife of Mark E. Reed a prominent Shelton lumberman.

—The school authorities dedicated the new William Penn school shop, Harrisburg, Pa., which is the beginning of a larger high school, with a splendid program. The speakers were Dr. C. E. L. Keen, president of the board of education; Dr. J. George Becht, state superintendent, and Dr. William M. Davidson, superintendent of the Pittsburgh schools. The invocation was delivered by Rabbi Louis J. Haas and the benediction by Rev. F. H. Brunstetter. The members of the board of school directors are: Dr. C. E. L. Keen, president; Franklin J. Roth, vice-president; John Appleby, Mrs. Emma Astrich, William B. Bennett, H. M. Bingaman, R. E. Boswell, Mrs. Virginia Cowden, Daniel H. Kunkel.

—The new \$49,000 school erected at Marquette, Iowa, was dedicated with an elaborate program. Speeches were made by Superintendent I. R. Christoffersen and others. The building was designed by J. P. Ralston of Waterloo. The members of the board are: A. K. Herries, president; F. A. Savell, Ray Campbell, Gerald Connell and Sherm Krohn.

—The dedicatory exercises of the new junior high school at Winfield, Kansas were attended with addresses by Dr. E. H. Lindley, Chancellor University of Kansas; Mrs. Grover Collinson, member board of education; W. W. McConnell, principal of the junior-senior high school and Superintendent J. W. Gowans of Hutchinson, Kans. The new structure has 27 classrooms, 18 special rooms, capacity for 1400 students, and cost \$131,024.

—More than 30 supervising principals visited the new Benjamin Franklin junior high school and the New Castle senior high school at New Castle, Pennsylvania, recently, and gave special attention to the vocational department. Superintendent Benjamin G. Graham conducted the party.

—The cornerstone of the girls' commercial high school to be built in New York City was laid by Arthur S. Somers a member of the board of education. The actual ceremonies were preceded by several addresses delivered in the Brooklyn Museum which adjoins the site. The speakers were Dr. John A. Ferguson, chairman of the building committee, Charles E. Meleney, associate superintendent and Rev. Dr. Lewis

Thurston Reed and Rev. Father Sylvester Higgins.

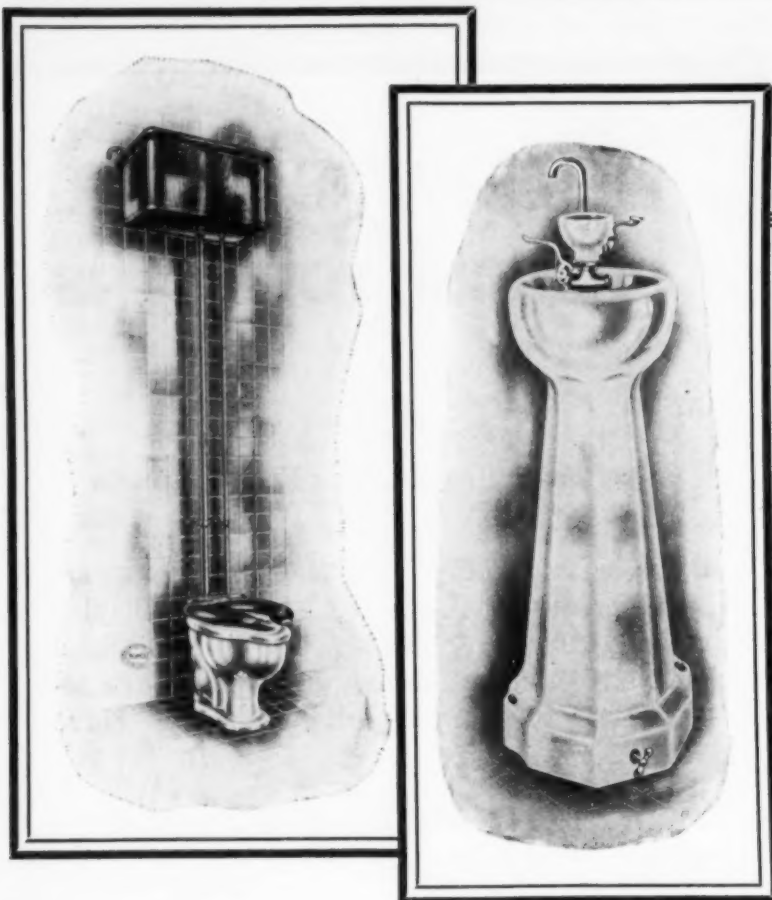
—The new school at Sevenmile, near Hamilton, Ohio was dedicated with appropriate ceremonies. Among the speakers were Charles W. Cookson, superintendent Franklin County, Columbus and Joseph W. Fichter, superintendent Butler County.

—The new Central high school of Oxford, N. J., was dedicated by President William O. Allen of Lafayette College. Nearly 5,000 persons attended the exercises. The school was built at a cost of \$150,000.

—The new school at Buckley, Washington, was opened with an address by a prominent judge. Dr. J. H. Sheets president of the board of education told the story of the new building project and praised the local business men who backed the board in a loyal fashion.

—The Oakley, Kansas consolidated grade school was dedicated with appropriate ceremonies. The building was presented by C. F. Mershon, superintendent of buildings, and accepted by F. W. Irwin, president of the board of education. The speakers were President T. W. Butcher of the Kansas State Teachers College at Emporia and President W. A. Brandenburg of the Kansas State Teachers College at Pittsburg.

—Wyomissing, Penna., recently witnessed the dedication of a \$225,000 high school. Dr. J. George Becht, the state superintendent was the principal speaker. Other speakers were County Superintendent of Schools, Eli M. Rapp; Prof. W. I. Miller, of Schuylkill College; William P. Bowman, president of the school board, and Harry L. Althouse, a former president of the board. The latter presided over the exercises. During his address Dr. Becht gave utterance to the following: "We have considerable difficulty in determining what education is. What is the purpose of schools and this large equipment? I dare say that if we would ask every individual present here to define education that we would get as many different definitions. The real purpose of education is to make for human welfare. Thirty or forty years ago one would have defined the purpose of the schools as institutions to remove illiteracy. Now



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many things have been added to it. Education is to fit one to read the signboard at the cross roads of life. Each man is educated in his own way; the man who knows the languages and the classics, and the lad who can mend a broken shaft. We are reduced to a common denominator in learning. The prince and he who comes from the humblest home stand on a common footing. Each must work and exercise common sense to achieve."

THE GREYBULL, WYOMING, SALARY SCHEDULE

The salary schedule adopted by the school board of Greybull, Wyoming, provides for the following:

1. Minimum training. For grades—Completion of a standard normal course of two years, or two years work in a standard college or university. For high school—A degree from standard four-year college or university. Minimum salary for all grades \$1250; maximum \$1600. This amount is paid to the teachers with the above training of less than four years college work. Increases of \$25, \$50, \$75 a year according to rating, summer school attendance or travel, until the maximum is reached.

2. A. B. Degree from a standard college or university. Minimum salary \$1400; maximum \$2000 yearly; increases \$25, \$50, \$75.

3. A. M. Degree from a standard college or university. Minimum salary \$1500; maximum \$2400; yearly increases \$25, \$50, \$75.

Under the schedule the plan for recognizing approved experience in other schools operates as follows:

1. For teachers who do not have the A. B. degree: First year teaching in Greybull—No previous experience, or one year's approved experience elsewhere, \$1250.

First year teaching in Greybull—Two, three or four years' approved experience elsewhere, \$1375.

First year teaching in Greybull—Five or more years' approved experience elsewhere, \$1425.

2. For teachers who have the A. B. degree: First year teaching in Greybull—No previous experience, or one year's approved experience elsewhere, \$1350.

First year in Greybull—Two or three years' approved experience elsewhere, \$1400.

First year in Greybull—Four or five years' approved experience elsewhere, \$1450.

First year in Greybull—Six or more years' approved experience elsewhere, \$1500.

Efficiency. With respect to efficiency, each teacher is rated A, B, C, D. A representing an excellent teacher, B a good one, C a fair one, while D represents such poor work as justifies or demands dismissal at the end of the year, if no occasion is found for such action before. These ratings are determined by testing the pupils of each teacher at least two times during the year, preferably at the beginning, and near the close of the school year, the testing to be done by means of the best standard educational tests and scales. The progress of the pupils, not their condition at the beginning, determined fifty per cent of the teacher's efficiency rating; the other half is determined by the superintendent's personal estimate of the teacher in her relation to the school. If a teacher is rated as an A in efficiency, she has seventy-five dollars added to her salary; B, \$50, C, \$25 D, no increase; and a D teacher is in no case retained longer than for the period for which she was hired.

The maximum salary for principals and supervisors is \$2400, payable in twelve monthly installments. The minimum is \$1600. Yearly increases of amounts ranging from \$50-\$200 may be granted to principals and supervisors until the maximum of \$2400 is reached.

Using the Schools for Propaganda Purposes

School authorities "have watched with growing concern the intrusion of various private outside, self-constituted and sometimes selfish interests in the schools." So writes Willis T. Newton of Los Angeles, California. He continues:

"Education has come to be almost synonymous with propaganda—and propaganda, too, on behalf of whatever private interests can get the attention of the schools by one means or another. This process of turning the schools into propagandizing agencies has, many of us believe, gone much too far. The time has come for a united, vigorous and effective protest, and an insistence on the part of teachers and the legally constituted authorities on their right and duty to determine the curricula and programs for the

schools in opposition to the self-asserted demands of self-constituted committees and organizations.

"What is the conclusion of the matter? Simply this: the teachers should insist that outside organizations cease using the schools as a means of propaganda, however worthy the cause; that whatever contests are instituted be wholly under the control of the school authorities, and kept free from partisan political, economic, or religious bias; and that the arts of speech and writing be put and kept on as high an ethical plane as athletics by the complete elimination of the money prize. Nothing less than this is in keeping with the high ideals of our profession and our position as servants of all the people in the building of a truly finer and better America."

EDUCATIONAL GROWTH OF VIRGINIA

The State Educational Department of Virginia has issued a four-page circular in which is offered considerable comparative data on the schools for the period from 1910-1923. The tabulations represent certain fundamental statistical comparisons indicative of educational expansion and development in Virginia.

In discussing the rank of the Virginia educational system, the circular points out that Dr. L. P. Ayres, in his index numbers for state school systems, gave the state an index number of 35.26 in 1917. This gave Virginia a rank of 39th among the states of the Union. Using the same basis of computation, Virginia in 1922-1923 had an index number of 56. With this number in 1918, Virginia would have ranked with such states as Illinois, Rhode Island and Kansas, or about 26th among the states. It is the firm belief of the school authorities that Virginia has made exceptional advancement from its position when last compared with other states, its index number having climbed 20.74 points, representing a net gain of 55 to 60 per cent.

In 1920 the Virginia Education Department ranked the counties of the state in accordance with a set of index numbers involving five financial and five academic factors. At that time the counties together received an index number of 61, an index of 100 being the standard of normal excellence. In 1920-21 the index number had risen to 63, and in 1922-23, it had jumped to 74.86, a most striking gain for a two-year period.



"I don't have to explain ventilation to the teachers any more"

"Miss Jones and Miss Murphy caused me all kinds of trouble," said the principal.

"Miss Jones asked me questions that I couldn't explain. And I believe that she could have cornered the best expert.

"Why can't I open my window?" she would ask."

"If you do, then other rooms would not get any ventilation," I answered.

"What has the window in my room got to do with the ventilation in other rooms?" she would ask again."

"When you open your window, all the fresh air in the building goes out that way and it won't go into the other rooms."

"There must be something wrong with such a system; it sounds silly to me," she would answer, and I would have to give it up."

Now she can open all the windows she wants to. She has the ventilation that she desires. She has no drafts in her room and every teacher is getting fresh air in each of their rooms without regard to any others.

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This book explains all the fundamentals of the various types of ventilating systems.

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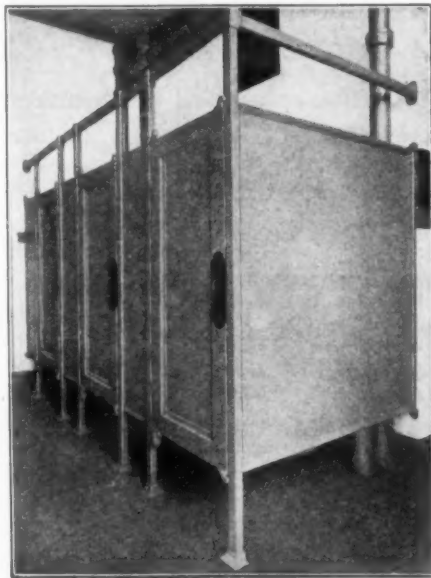
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A. S. B. J.

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WATER SERVICE



THE MURDOCK
PATENT
OUTDOOR
BUBBLE FONT

Murdock Patent Outdoor Bubble Fonts are the outcome of over 70 years of cumulative water service knowledge.

The only drinking fountain that will not freeze and burst.

Used in Schoolyards, Parks and Playgrounds throughout the United States.

ALSO

Indoor Drinking Fountains that are real water devices made for school service. Fool Proof. The patent bubbler head affords a full soft bubble and a satisfying drink. A thin squirting stream is impossible.

Write for catalogue and Booklet
"What An Outdoor Drinking Fountain Should Be."

The MURDOCK MFG. & SUPPLY CO.
Cincinnati, Ohio.

Makers of Anti-freezing Water Devices Since 1853.

Direct from Well Water replaces city water supply in Kenosha, Wis. Schools



Three of the Eleven Kenosha, Wis., City Schools

Kenosha, Wis., a city of 50,000 population has replaced city water service for supplying the bubblers in its schools with Milwaukee Air Power Water Service. Each school has a well outfitted with a Milwaukee Air Power System. This supplies all the drinking water. City water is used for sanitary purposes.

Here is an example for school authorities who have a water supply problem. Kenosha authorities tried other makes of fresh water pumps but had to throw them out and put in the Milwaukee Air Power to get continuous, reliable service and pure, healthful water.

This is the system that delivers water direct from the well. There's no water storage tank in which the water may become foul or freeze. Water comes direct—clear, sparkling, healthful.

One power plant will supply water from a number of sources—well, spring, cistern, lake. For the country school this means complete water service.

We will be pleased to send you complete information about the Milwaukee Air Power for schools and other uses. Write today for 64 page catalog.

MILWAUKEE AIR POWER PUMP COMPANY
44 KEEFE AVENUE MILWAUKEE, WISCONSIN

Largest exclusive manufacturers of air power pump equipment



HIGH SCHOOL ADMINISTRATION

—Paris, Ky. The Paris high school claims the distinction of being the first one in the state to create a loan fund for assisting graduates through college. This fund was started with a gift of \$200 and has since been increased with several donations. The goal has been fixed at \$2,000 by the end of the present year.

—Irvington, N. J. Because of congested conditions, the school board has added two hours to the high school day. Under the new plan, sessions will be from 8:00 to 12:30 and from 1:00 to 5:36 o'clock. Two new teachers will be employed, thus obviating an increase in the working time of the teachers.

—"According to its press agency, a federal department of education is an overwhelming demand on the part of patriotic and fraternal orders, teachers, schools, colleges, churches, parents, chambers of commerce and civic organizations—almost everyone who knows anything about it wants it. On the whole, the only objection to that statement is that it isn't true." So writes the editor of the *Terre Haute, Indiana, Tribune*. He adds: "Now there is a well defined idea abroad among some of the teachers, schools, colleges, churches, parents, chambers of commerce and civic organizations (overlooked by the press agency) that education is most completely successful when it is kept as close as possible to the home. This idea has taken on substantial proportions because, for one thing, local government has been notably adequate in matters of education."

—A little over a year ago the high school principal at Bennington, Vt., took up the problem of raising the scholastic standards of the school. The percentage of failures had been about sixteen per cent and there was some sentiment against home study.

Following a study of the problem a system of supervised study was inaugurated in September, 1922. Under the plan, the class period was increased to 55 minutes, one-half of which was to be devoted to recitation purposes and the remainder to study under the supervision of the teacher. This plan did not eliminate outside study but it reduced the amount of study to a minimum, and it made systematic study possible for all the students.

The plan has been successful in encouraging

students to give some time to each subject during the school day, and it has reduced the percentage of failures from sixteen to eight per cent. The plan has proved so successful that it has been adopted for the junior high school as well.

WHO SHALL APPOINT THE STATE COMMISSIONER OF EDUCATION?

An interesting controversy has arisen in New Jersey. The school commissioner of that state is appointed by the governor. It is now proposed to transfer the power of appointment into the hands of the state board of education. The Republican party of the state is committed to this change. Senator Mackay, a Republican who is not in accord with his party on the question, says: "I believe it would be a serious mistake to place this power in the hands of the State Board of Education. The tenure of the commissioner would be up to the board, and I feel certain it would be impossible to get good men to take the place. Also, it would mean the virtual consolidation of the commissioner and the board. That is the very thing we want to avoid, no matter how good the board might be."

The other viewpoint is presented by the *News of Newark, N. J.*, as follows: "Instead of a high priced political job at the bestowal of whoever happened to be governor at the expiration of five-year periods, tenure would be at the will of the board. That is exactly the case with city superintendents of schools in New Jersey and the country over and with college presidents in respect to their trustees. The best educational minds of this land are in just the boat in which it is proposed to place the state commissioner of education. The present plan is as if mayors, rather than school boards, should appoint the city superintendents."

"Such a board may be held more fit to name the commissioner, who functions as the board's expert, and vastly more likely to search faithfully the country over for the best man obtainable for the money, instead of rewarding a political friend with appointment, which is the inevitable temptation of a governor."

"The present system is capable of giving the state for five years an official who can not be gotten rid of short of impeachment by the as-

sembly and trial and conviction by the senate, with whom no self-respecting state board of education could work with harmony to the good of the system."

INDIANA SUPERINTENDENTS MEET

The 34th annual meeting of the Indiana Town and City Superintendents' Association was held January 31-February 2, at Indianapolis, Ind. The headquarters for the meeting were at the Hotel Claypool.

The sessions opened on Thursday, with an address by Asst. Supt. W. W. Theisen, of Milwaukee, on the subject, "Supervision of Instruction." On Friday, Supt. W. G. Bate, of Richmond, spoke on "The Junior High School in Indiana," and Asst. Supt. W. W. Theisen, of Milwaukee, gave a talk on "Supervision of Instruction." Supt. L. C. Ward, of Ft. Wayne, discussed "The One-Story Idea and Costs," Supt. W. W. Borden, of South Bend, talked on "Buildings for Junior High Schools," and Asst. Supt. J. G. Rossman, of Gary, Ind., took for his subject, "Building Plans Essential for the Use of the Platoon School." The evening session on Friday opened with a paper by Supt. E. U. Graff, of Indianapolis, on the subject of "Problems in the Financing of City School Systems." Mr. George Mossler discussed "Taxation Problems in Indiana," Supt. L. W. Keeler of Michigan City, talked on "City School Expenditures and the Tax Load," and Mr. E. P. Brennan discussed "Problems in Accounting and Budgeting."

The Saturday session was opened with a paper by Mr. Merle Abbott, of Bedford, on the subject of "The Administration of School Activities." Mr. A. L. Trestor and Mr. Knute Rockne talked on physical training programs, and Supt. C. V. Haworth, of Kokomo, led in the discussions.

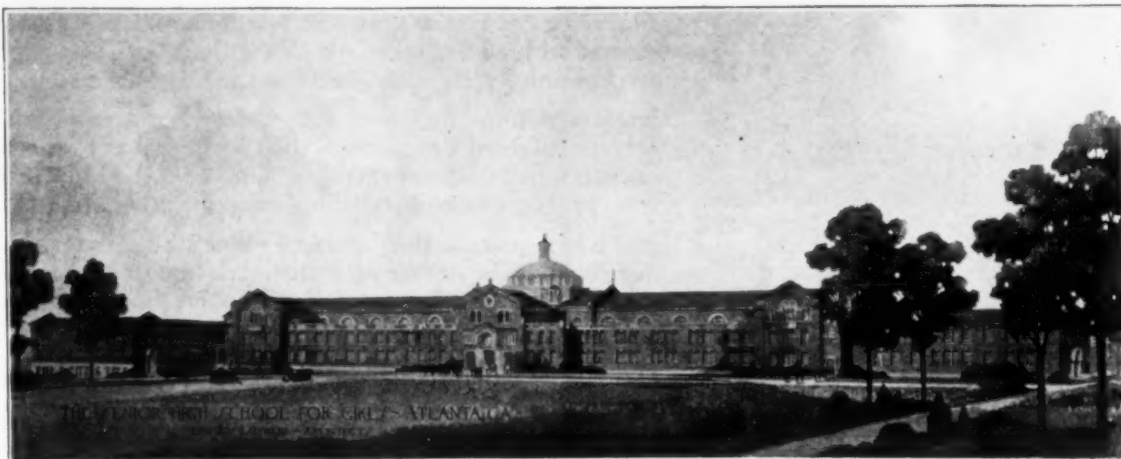
The meeting closed with the election of officers. The following were elected: President, Supt. L. W. Keeler, Michigan City; Vice-President, Supt. E. G. McCullum, Jeffersonville; Secretary-Treasurer, Supt. W. C. Goble, Swayzee.

SABBATICAL ABSENCE LEAVE

A set of rules governing the sabbatical year leave of absence under consideration by the New York City board of education, has been

INTERNATIONAL AUSTRAL SASH

Were selected for this school because they give the most perfect ventilation without the use of mechanical ventilating plant. Write us for details.



THE SENIOR HIGH SCHOOL FOR GIRLS
ATLANTA, GA.
EDWARDS & SAYWARD, ARCHTS.

INTERNATIONAL CASEMENT CO., Inc.

FACTORY AND EXECUTIVE OFFICES: JAMESTOWN, N. Y.

worked out by Charles E. Meleney, associate superintendent. After it has been approved by the board of superintendents, it will go to the board of education for final action.

The plan provides that leave of absence for study or travel are granted only in September and February each year, for restoration of health at any time by action of the board. Applications for leave of absence may be approved or disapproved by the superintendent.

The rule then says:

"In passing upon the applications for leave of absence under the bylaw the board of superintendents shall be guided by the following conditions: (1) Length of service in the public schools of the city of New York, (2) record of merit and fitness, (3) definiteness and effectiveness of plans for employment of time during absence of the applicant, (4) when the claims of applicants seem to be equal in the above respect the total accredited experience may be a determining factor.

"No teacher shall lose through the operation of this bylaw the regular annual salary increment. The absent teacher's contribution to the retirement fund shall continue during absence. No deduction of time shall be suffered by the absentee on service allowance for retirement purposes.

"Any teacher returning to the service after a year of absence shall be assigned to the same school and group in which such teacher was serving when the leave of absence was granted.

"A teacher or supervising officer on leave of absence for study or travel shall report to the superintendent of schools in such manner and at such times as the superintendent may prescribe.

"Upon satisfactory evidence that a teacher or supervising officer on leave is not complying with the requirements of this bylaw or in time of special need, the superintendent of schools, on the recommendation of the board of superintendents, may terminate the leave of absence.

"Before accepting a leave of absence for study or travel the applicant shall sign a contract to serve in the school system for three years after resumption of service or failing to do so to refund to the city that portion of the payment received during absence that the unexpired period bears to three years of service unless by action of the board of education such refund shall be excused."

CALIFORNIA EDUCATORS CHALLENGE GOVERNOR

The superintendents of schools, county, district and city, of California resent the charge made by the governor of the state in his annual message. Four specific charges are answered as follows:

Charge 1. "Extravagance in educational matters has run riot during the past few years."

Answer: This charge was wholly unsupported by evidence and was later proven to be false by the facts submitted to the legislature and to the people of this state through the office of the State Superintendent of Public Instruction and through other sources.

Charge 2. "Politicians in the guise of educators have squandered the people's money with a lavish

hand and have denounced advocates of thrift as "enemies of education."

Answer: This charge against a body of honorable citizens, none of whom he has dared to name, the Governor has utterly failed to prove.

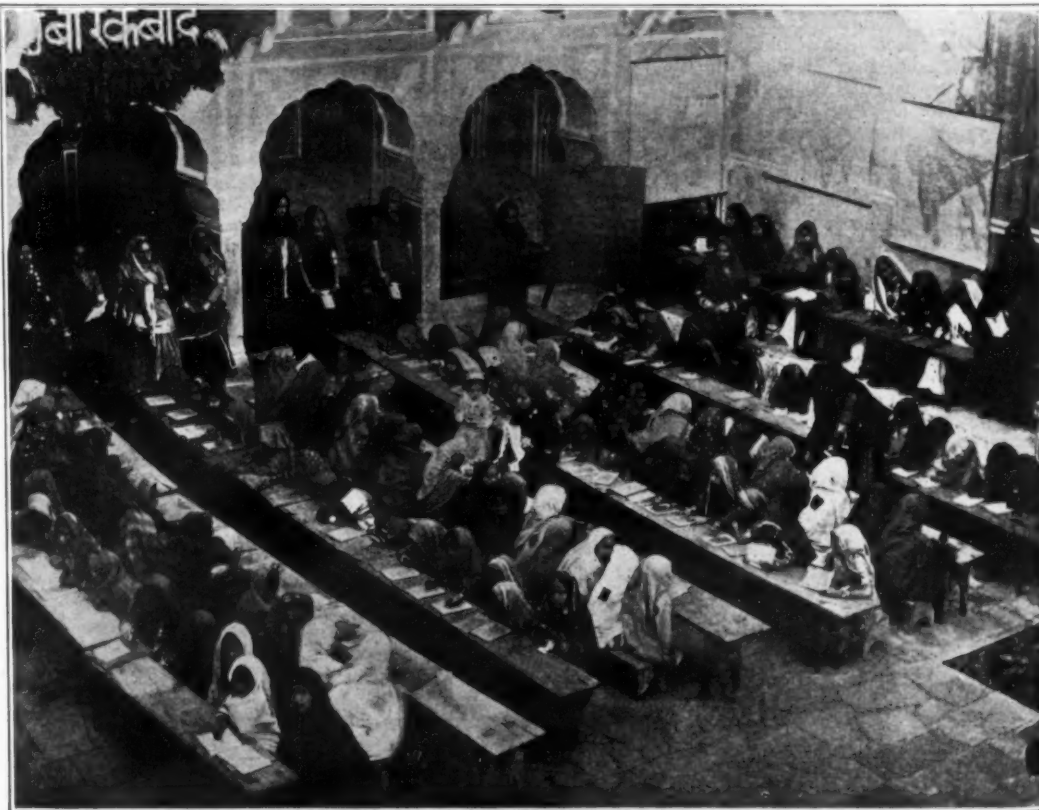
Charge 3. "A great political organization has been built up which has cost the people an immense sum but has added little to the value of education given school children."

Answer: This covert attack on the California Teachers' Association displays an ignorance of the func-

tions and services of this association to the children and teachers of the state and a temper of mind wholly unworthy a Governor's chair.

Charge 4. "The laws have been cunningly amended so that supervisors, school boards and boards of education have little control over the expenditures of school money, and hence cannot check extravagance."

Answer: That this charge is not based on fact is recognized by school boards and boards of education and may be easily ascertained by anyone who will read and can understand the school laws of California.



SCHOOL DAYS BEGIN IN INDIA.

BOMBAY.—The native schools in India differ in appearance and methods of teaching from the American schools in every conceivable particular. The picture above shows the first fall school day in Secunderabad. Note the uncomfortable low benches and stools on which the scholars sit and work; also the curious headaddresses adopted by all the young women. Very little effort has been made to grade the scholars, young and old being badly scrambled. The only familiar things about the schoolrooms are the maps and the blackboard. On the platform are to be observed the honor pupils; the teachers are compelled to stand, no comforts apparently being provided for them.—(International Photo.)

"He Would Specify It Again"

H. B. Wheelock, Architect, who specified T-M-B Flooring in all rooms on all floors (excepting toilet rooms) in the Presbyterian Old People's Home at Evanston, Illinois, writes:—

"Personally, I am very much pleased with T-M-B Flooring. I consider it one of the best of floors for an institutional building. I would specify it again today—if I had the work to do over."

Write now for complete information.

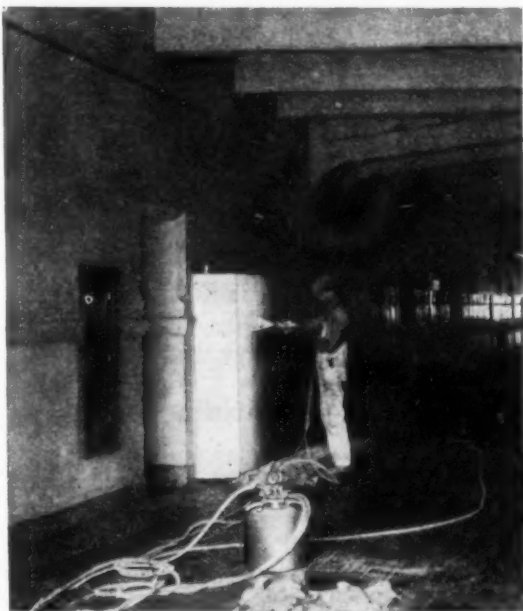
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Adaptability is one of the outstanding features of the DeVilbiss Spray-painting System.

Advantages of *High Speed and Low Cost* Spray-painting

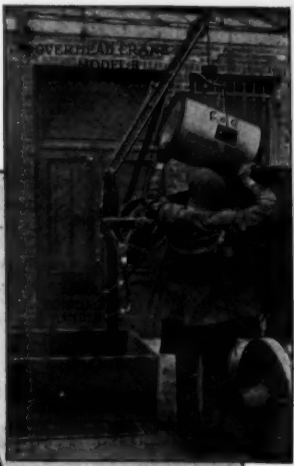
One DeVilbiss spray operator does the work of 4 to 5 brush painters. This high speed of spray-painting not only effects a substantial reduction in labor costs but insures getting your work done in considerably less time.


Additional spray-painting advantages are: a more uniform and thorough coating; no spattering and dripping of paint; a coating with the hiding power of two brushed coats; use of less scaffolding. Get the facts—detailed information will be gladly mailed. Address—THE DEVILBISS MFG. CO., 268 Phillips Ave., TOLEDO, OHIO

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Telescopic Hoist
with Automatic Gear Shifting Brake Device and Silencer







BECAUSE of sturdy construction, its labor saving and safety features, G&G ash removal equipment is now standard with the Boards of Education in the following cities:

Baltimore, Md. Cleveland, O. Columbus, O. Duluth, Minn.
Jersey City, N. J. Kansas City, Kan. Kansas City, Mo. Lima, O.
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*Catalog illustrating electric and hand power models
free upon request*

GILLIS & GEOGHEGAN
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No Re-finishing ever necessary on

Whale-Bone-Ite Toilet Seats



No. 23-9—For Regular Bowls.

See that *heavy* covering. No amount of cleansing or scrubbing will wear through it.

It's not what you pay—it's the value you get for the amount you spend.

**Whale-Bone-Ite provides
life-long sanitary service
at no cost for up-keep.**

Always looks the Quality Product it is.

Universally ordered by Architects, Engineers and Superintendents of buildings who want The Best.



No. 21-9
For Extended Lip Bowls.

Sold by Leading Plumbers and Jobbers everywhere.

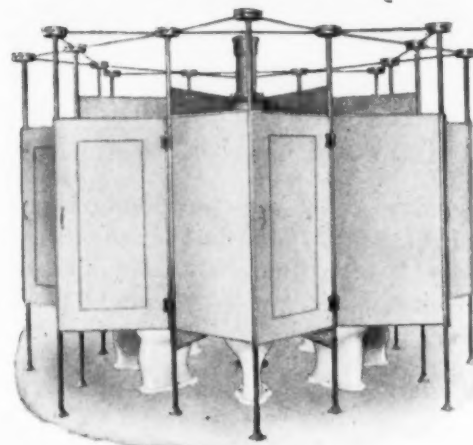
If you cannot secure locally, ask Seat Department of makers.

(See Sweet's for detail catalog.)

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The Kelly Octopus Water Closet Combination For Schools



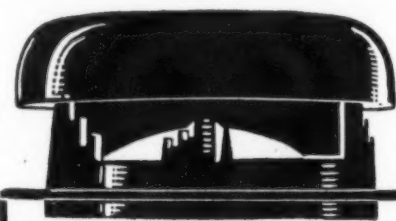
8 Water Closets in small space.
Stands out free from Walls.
Does not intercept Light or Air.
Can be installed in Half the Space, in Half the Time,
and at Half the Cost of others.
The large Octopus One Piece Drainage Fitting, not
shown, is included with each Combination.
Hundreds in use.

Details on request.

THOS. KELLY & BROS.
404 SOUTH KOLMAR AVE.
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REGULATE
the
DISTRIBUTION
of
FRESH AIR

With →



Knowles Air Diffuser

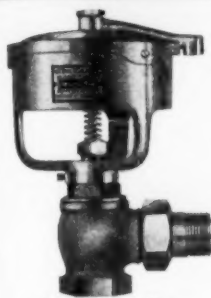
For Modern School Auditoriums

THE Knowles Notch Air Diffuser is a proven device, which assures the comfort of the audiences in the balcony as well as in the lower floor. A small, simple and inexpensive device made of cast iron placed inconspicuously under the fixed seats— These are connected with the air chambers or ducts through which the fresh air is forced by a blower fan. Fresh air, warm or cool, is distributed with perfect uniformity throughout the entire auditorium, by adjusting the caps of the diffusers, and when properly adjusted, the device is locked so that it cannot be tampered with. The Knowles Notch Air Diffuser is a proven device, which assures the comfort of audiences in every kind of auditorium, and are standard equipment among many Architects today as a solution to their auditorium ventilation problems.

Booklet and full size prints on request.

Knowles Mushroom Ventilator Company
202-204 Franklin St., New York City.

R E E D A I R I S C L E A N A I R



Diaphragm Valve

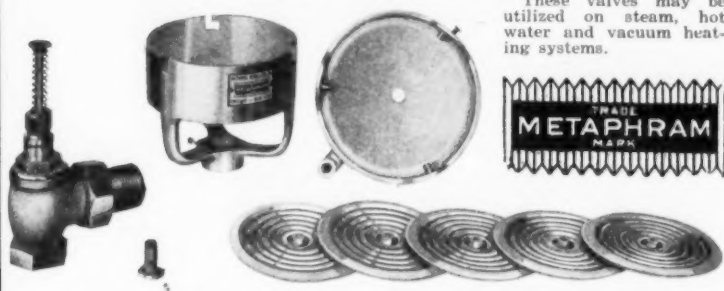
National METAPHRAMS are the original separable metal diaphragms. They excel all other metal diaphragms in their rugged construction, long life and sensitive action. Due to their method of assembly METAPHRAMS afford unlimited travel and power, depending upon the number of sections used.

NO GASKETS REQUIRED.

**NO GASKETS REQUIRED.
ALL JOINTS METAL TO METAL.**

The illustration at the left shows a complete National Diaphragm Valve fitted with **METAPHRAMS**. At the bottom is shown the valve assembly. Note the simplicity of the entire valve.

These valves may be utilized on steam, hot water and vacuum heating systems.



Valve Top Construction

The National System is installed in schools throughout the United States and Canada. A list of installations will be sent on request and we invite your investigation.

National Regulator Co.

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Clifton Park Senior-Junior High School, Baltimore, Md.
Architect—Joshua Pennington, New York
Htg. & Ventilating Engr.—R. B. Kimbel, New York

Reed-Filtered Air for Clifton Park High School

Clean pure air at minimum cost for the ventilation of this model high school is insured by an installation of 150 Reed Air Filter Units.

Reed Air Filters (Patented) are guaranteed to remove 97% of all dust, soot and air-borne bacteria. Made in standard units, easily applied to old or new ventilating system. Sold on the "Try Before You Buy Plan." Lowest in first cost and first cost is last cost.

REED AIR FILTER COMPANY, Inc.
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*Let Us Make This
Free Test*

Our nearest representative
will be glad to make the
authoritative E. Vernon Hill
test of your air conditions.
No obligations.

Reed Air

TRADE *filters* ALL MARK METAL

Note: SIGN ON THE "REED AIR" DOTTED LINE.....FOR CLEAN AIR AT MINIMUM COST

(Continued from Page 58)

(Continued from Page 58)

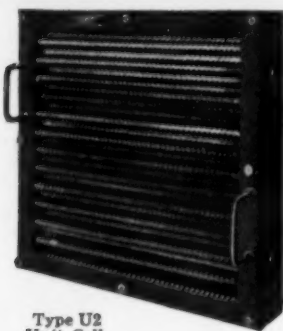
He has asked for their further cooperation in helping to get the new system in smooth running order on May first of this year.

ADMINISTRATION

Code	
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Code	
200	General Business.
205	School Elections.
210-0	Expenses Board of Education.
210-2	Secretary's Salary.
211-0	Secretary's Traveling Expenses.
211-2	Assistant Secretary's Salary.
212-0	Assistant Secretary's Traveling Expenses.
212-2	Secretary's Office Clerk Hire.
220-0	Secretary's Office Expenses.
225	Custodian's Salary.
235-0	Legal Services—Salary and Expense.
235-3	Administration of Co-Ordinate Activities— Salaries.
246	Administration of Co-Ordinate Activities— Expenses.
250-0	Census.
250-2	Business Manager's Salary.
251-0	Business Manager's Traveling Expenses.
251-2	Business Manager's Office Clerk Hire.
255-0	Business Manager's Other Expenses.
255-2	Purchasing Agent's Salary.
256-0	Purchasing Agent's Traveling Expenses.
256-2	Purchasing Agent's Office Clerk Hire.
257-0	Purchasing Agent's Traveling Expenses.
257-2	Store House—Salary.
265-0	Store House—Expenses.
265-2	Supervisor of Janitorial Service Salary.
265-9	Supervisor of Janitorial Service Expenses.
269-0	Supervisor of Buildings and Equipment Salary.
269-9	Supervisor of Buildings and Equipment Ex- penses.
261-0	Supervisor of Buildings and Equipment Clerk Salary.
265	School Architect's and Engineer's Salary and Expenses.
267	Operation and Maintenance Adm. Building and Equipment.
270	Autos and Trucks.
270-0	Autos and Trucks—Salary.
270-5	Autos and Trucks—Supplies.
270-6	Autos and Trucks—Maintenance.
274	Other Expenses.
	Educational.
275-0	Superintendent's Salary.
275-2	Superintendent's Traveling Expenses.
278-0	Assistant Superintendent's Salary.

278-2	Assistant Superintendent's Traveling Expenses.
279-0	Superintendent's and Assistant's Office Clerk Hire.
279-9	Superintendent's and Assistant's Office Other Expenses.
282	Vocational Relations.
285	Research Activities.
290	Other Expense.
	INSTRUCTION
	Kindergarten—Day.
	Supervisory
300-0	Supervisor's Salary.
301-0	Supervisor's Clerk Hire.
300-2	Supervisor's Expenses.
300-3	Supervisor's Office Expenses.
	Instruction Proper
400-0	Teachers' Salary.
400-4	Textbooks.
400-5	Supplies.
400-9	Other Expense.
	Elementary—Day.
	Supervisory
306-0	Supervisor's Salary.
307-0	Supervisor's Clerk Hire.
306-2	Supervisor's Expenses.
306-3	Supervisor's Office Expenses.
310-0	Non-Teaching Principal's Salary.
311-0	Non-Teaching Principal's Clerk Hire.
310-2	Non-Teaching Principal's Expenses.
311-3	Non-Teaching Principals' Office Expenses.
350-0	Manual Training Supervisor's Salary.
350-3	Manual Training Supervisor's Expenses.
	Instruction Proper
401-0	Teachers' Salary.
401-x	Teachers' Reference Books.
401-4	Textbooks.
401-5	Supplies.
401-9	Other Expenses.
404-0	Manual Training Teachers' Salary.
404-4	Manual Training Supplies.
404-9	Manual Training Other Expenses.
	Junior High—Day.
	Supervisory
312-0	Supervisor's Salary.
313-0	Supervisor's Clerk Hire.
312-2	Supervisor's Expenses.
313-3	Supervisor's Office Expenses.
316-0	Non-Teaching Principals' Salary.
317-0	Non-Teaching Principals' Clerk Hire.
316-2	Non-Teaching Principals' Expenses.
316-3	Non-Teaching Principals' Office Expense.
351-0	Manual Training Supervisors' Salary.
351-3	Manual Training Supervisors' Expenses.
	Instruction Proper
402-0	Teachers' Salary.
402-x	Teachers' Reference Books.
402-4	Textbooks.
402-5	Supplies.
402-9	Other Expense.
405-0	Manual Training Teachers' Salary.
405-4	Manual Training Supplies.
405-9	Manual Training Other Expenses
	High School Day—.
	Supervisory
318-0	Supervisor's Salary.
319-0	Supervisor's Clerk Hire.
318-2	Supervisor's Expenses.

318-3 Supervisors' Office Expenses.
322-0 Non-Teaching Principals' Salary.
323-0 Non-Teaching Principals' Clerk Hire.
322-2 Non-Teaching Principals' Expenses.
322-3 Non-Teaching Principals' Office Expenses.
352-0 Manual Training Supervisor's Salary.
352-3 Manual Training Supervisor's Expenses.
Instruction Proper
403-0 Teachers' Salaries.
403-x Teachers' Reference Books.
403-4 Textbooks.
403-5 Supplies.
403-9 Other Expense.
406-0 Manual Training Teachers' Salary.
406-5 Manual Training Supplies.
406-9 Manual Training Other Expenses.
Elementary—Summer.
Supervisory
324-0 Supervisor's Salary.
325-0 Supervisor's Clerk Hire.
352-2 Supervisor's Expenses.
Instruction Proper
425-0 Teachers' Salaries.
425-4 Textbooks.
425-5 Supplies.
425-9 Other Expense.
High School—Summer.
Supervisory
330-0 Supervisor's Salary.
331-0 Supervisor's Clerk Hire.
330-3 Supervisor's Expenses.
Instruction Proper
427-0 Teachers' Salaries.
427-4 Textbooks.
427-5 Supplies.
427-9 Other Expense.
Elementary—Evening.
Supervisory
336-0 Supervisor's Salary.
337-0 Supervisor's Clerk Hire.
337-3 Supervisor's Expenses.
Instruction Proper
415-0 Teachers' Salaries.
415-4 Textbooks.
415-5 Supplies.
415-9 Other Expense.
High School—Evening.
Supervisory
341-0 Supervisors' Salaries.
342-0 Supervisors' Clerk Hire.
341-3 Supervisors' Expenses.
Instruction Proper
417-0 Teachers' Salaries.
417-4 Textbooks.
417-5 Supplies.
417-9 Other Expenses.
Special Instruction.
(Anemic, Blind, Cardiacs, Crippled, Deaf, Defective Speech, Mentally Defective, Gifted, Incurable, Tubercular.)
Supervisory
348-0 Supervisors' Salary.
349-0 Supervisors' Clerk Hire.
349-3 Supervisors' Expenses.
Instruction Proper
430-0 Teachers' Salaries.
430-4 Textbooks.

Type U2
Unit Cell.

Make Sure That Schoolroom Air Is Dust-Free --- *Really Clean!*

Air, however fresh and no matter how carefully heated or humidified, is not healthy if it is full of dust. Modern city and suburban air is full of dust even though you cannot always see it. Heavy traffic, and intense industrial activity make it so.

There is only one sure way of getting clean air . . .

MIDWEST AIR FILTERS

Dept. F-11 will send a copy of "Dust Problems and Their Solution" if you write for it. It is well worth filing.

Schoolrooms in buildings equipped with these filters get no dust from the air outside the building. Ventilating ducts are always clean and free from dust. The reason is simply that no harmful dust or bacteria get by Midwest Air Filters.

Midwest Air Filters have no moving parts—no pumps—no pumps. There is nothing to get out of order—hence no maintenance costs. Operation requires practically no supervision, and only periodic charging and cleaning of cells is necessary. One man does this on a small part of his time. They are adaptable to any ventilating system, and to any available space.

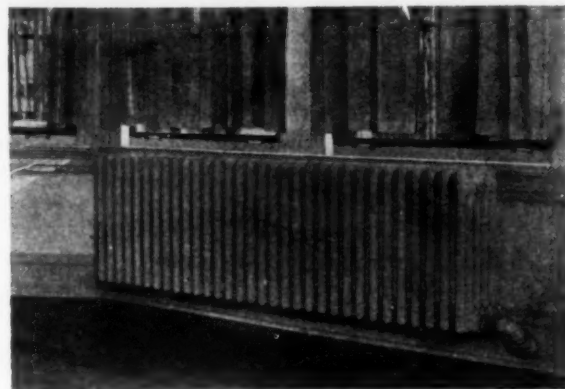
Midwest Engineers are ready to consult with you at any time without obligation. They can point out many solutions of school dust problems by Midwest Air Filters.



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25 CRAIG STREET, WEST
MONTREAL, CANADA

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MIDWEST AIR FILTERS PACIFIC, INC.
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Install Your Radiators This Way!



Style R

Support them from the wall, off the floor, with E-Z Radiator Hangers so that the spaces underneath can be easily kept spick and span.

Note the attractive, compact appearance of this E-Z wall hung radiator. Hundreds of new schools have installed their radiators this modern, sanitary way. Hangers fit ANY radiator; are adapted to ANY wall.

Write for particulars.

HEALY-RUFF CO.

Dept. 17

Minneapolis, Minn.



430-5 Supplies.

430-9 Other Expense.

OPERATION

Day Schools

Kindergarten and Elementary.

450-0 Janitors', Engineers', Firemen's Salaries.

451-0 Other Employees' Salaries.

450-5 Janitors' Supplies.

450-7 Fuel.

450-8 Light, Water and Power.

450-9 Telegraph—Telephone.

380-9 Other Expense.

Junior High.

455-0 Janitors', Engineers', Firemen's Salaries.

456-0 Other Employees' Salaries.

455-5 Janitors' Supplies.

455-7 Fuel.

455-8 Light, Water and Power.

455-9 Telegraph—Telephone.

455-9 Other Expense.

High School.

460-0 Janitors', Engineers', Firemen's Salaries.

461-0 Other Employees' Salaries.

460-5 Janitors' Supplies.

460-7 Fuel.

460-8 Light, Water and Power.

460-9 Telegraph—Telephone.

460-9 Other Expense.

Elementary—Summer School.

465-0 Janitors', Engineers', Firemen's Salaries.

466-0 Other Employees' Salaries.

465-5 Janitors' Supplies.

465-7 Fuel.

465-8 Light, Water and Power.

465-9 Telegraph—Telephone.

465-9 Other Expense.

High School—Summer School.

470-0 Janitors', Engineers', Firemen's Salaries.

471-0 Other Employees' Salaries.

470-5 Janitors' Supplies.

470-7 Fuel.

470-8 Light, Water and Power.

470-9 Telegraph—Telephone.

470-9 Other Expense.

Elementary—Evening Schools.

475-0 Janitors', Engineers', Firemen's Salaries.

476-0 Other Employees' Salaries.

475-5 Janitors' Supplies.

475-7 Fuel.

475-8 Light, Water and Power.

475-9 Telegraph—Telephone.

475-9 Other Expense.

High School—Evening Schools.

480-0 Janitors', Engineers', Firemen's Salaries.

481-0 Other Employees' Salaries.

480-5 Janitors' Supplies.

480-7 Fuel.

480-8 Light, Water and Power.

480-9 Telegraph—Telephone.

480-9 Other Expense.

MAINTENANCE

Kindergarten and Elementary.

500-5 Material—Repairs and Replacements Grounds.

500-0 Wages—Repairs and Replacements Grounds.

500-0 Wages—Repairs and Replacements Grounds.

501-5 Material—Repairs and Replacements Buildings.

501-0 Wages—Repairs and Replacements Buildings.

505 Engineers' and Janitors' Equipment.

510 Educational Equipment.

515 Manual Training Equipment.

519 Other Expense.

Junior High School.

520-5 Material—Repairs and Replacements Grounds.

520-0 Wages—Repairs and Replacements Grounds.

521-5 Material—Repairs and Replacements Buildings.

521-0 Wages—Repairs and Replacements Buildings.

525 Engineers' and Janitors' Equipment.

530 Educational Equipment.

535 Manual Training Equipment.

539 Other Expense.

High School.

540-5 Material—Repairs and Replacements Grounds.

540-0 Wages—Repairs and Replacements Grounds.

541-5 Material—Repairs and Replacements Buildings.

541-0 Wages—Repairs and Replacements Buildings.

545 Engineers' and Janitors' Equipment.

550 Educational Equipment.

555 Manual Training Equipment.

559 Other Expense.

CO-ORDINATE ACTIVITIES

Elementary.

575-0 Attendance Officer's Salary.

575-3 Attendance Officer's Expense.

576-0 Medical Inspector's Salary.

576-3 Medical Inspector's Expense.

577-0 Dental Inspection Salary.

577-3 Dental Inspection Expense.

578-0 Other Health Activities Salary.

578-3 Other Health Activities Expense.

Junior High School.

585-0 Attendance Officer's Salary.

585-3 Attendance Officer's Expense.

586-0 Medical Inspector's Salary.

586-3 Medical Inspector's Expense.

587-0 Dental Inspection Salary.

587-3 Dental Inspection Expense.

588-0 Other Health Activities Salary.

588-3 Other Health Activities Expense.

High School.

595-0 Attendance Officer's Salary.

595-3 Attendance Officer's Expense.

596-0 Medical Inspector's Salary.

596-3 Medical Inspector's Expense.

597-0 Dental Inspection Salary.

597-3 Dental Inspection Expense.

598-0 Other Health Activities Salary.

598-3 Other Health Activities Expense.

AUXILIARY AGENCIES

Elementary.

600 Librarian's Salary.

601 Library Books.

602 Apparatus.

603 Educational Works of Art.

604 Magazines and Periodicals.

605 Public Lectures.

606 Public Lunches and Lunch Room Operation

607 Deficits.

607 Community Centers.

609 Operation of Playgrounds.

611 School Athletics.

613 School Gardens.

615 School Savings Banks.

617 Transportation to Other Districts.

618 Transportation Within the District.

619 Other Expense.

Junior High School.

620 Librarian's Salary.

621 Library Books.

622 Apparatus.

623 Educational Works of Art.

624 Magazines and Periodicals.

625 Public Lectures.

626 Public Lunches and Lunch Room Operation

627 Deficits.

627 Community Centers.

629 Operation of Playgrounds.

631 School Athletics.

633 School Gardens.

635 School Savings Banks.

637 Transportation to Other Districts.

638 Transportation Within the District.

639 Other Expense.

High School.

640 Librarian's Salary.

641 Library Books.

642 Apparatus.

643 Educational Works of Art.

644 Magazines and Periodicals.

645 Public Lectures.

646 Public Lunches and Lunch Room Operation

647 Deficits.

647 Community Centers.

649 Operation of Playgrounds.

651 School Athletics.

653 School Gardens.

655 School Savings Banks.

657 Transportation to Other Districts.

658 Transportation Within the District.

659 Other Expense.

FIXED CHARGES

Elementary.

675 Tuition.

676 Pensions.

677 Rent.

678 Fire Insurance Premiums.

679 Other Expense.

Junior High.

685 Tuition.

686 Pensions.

687 Rent.

688 Fire Insurance Premiums.

689 Other Expense.

High School.

695 Tuition.

696 Pensions.

697 Rent.

698 Fire Insurance Premiums.

699 Other Expense.

CAPITAL OUTLAY

Kindergarten and Elementary.

700 New Sites.

701 Improvement to Sites.

New Buildings

703 Construction.

713 Architects' and Engineers' Fees.

(Concluded on Page 127)

WHY USE MARBLE ?

WHEREVER Mother Earth has labored in the throes of mountain building, there among other products of Titanic convulsions and strains, man finds limestones crystallized into marble, and there men toil to produce Nature's choicest building material for all the World.

So, from Italy, Africa and Greece, —from France, Switzerland and Belgium, from the ages-old Appalachians, from the Ozarks and the Rockies, —from Alaska and Central America, comes marbles in endless variety and profusion to enrich and beautify the cities of the Dwellers in the Plains.

ALABAMA MARBLE CO.

Main office and plant:
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Producers of all grades of Alabama Marble. Manufacturers and Contractors for interior marble work in Any Kind of Marble. Inquiries for prices and estimates should be addressed to the Sales Department, Birmingham, Alabama.

ASHBY HIGH AND GRAMMAR SCHOOL and NORTHBOROUGH HIGH SCHOOL

Haynes & Mason, Architects

THE above schools are equipped with PEERLESS HEATING AND VENTILATING UNITS because they provide for each room a unit exactly proportioned to the needs of that room and containing within itself and within the room all the necessary elements of flexibility to meet changing demands of weather conditions. The heating and ventilating effect is absolutely positive and produced as perfectly in a room that is seldom used as in one that is in continuous use. One room may be naturally colder than another. The Peerless System of Units alone makes it possible to maintain the right temperature in each room regardless of its exposure.

Each Peerless Unit being entirely independent of every other, the operating expense is per room, and proportional to the demands of that room per unit of time, and less than cost of operation of any other mechanical system of heating and ventilating.

PEERLESS UNIT VENTILATION CO., INC.
437-439 West 16th St. New York, N. Y.

Athey Perennial *Window Shades*

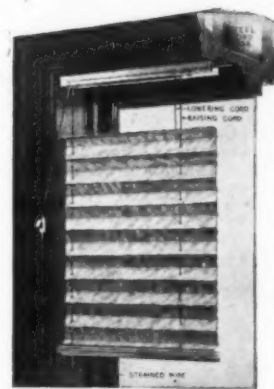
Shade just the part
of the window
that needs shading

They fold like a fan. Can be raised from the bottom, or lowered from the top so you can shut out the sun's glare without shutting out the light and air.

And even when the wind is blowing you can open your windows without having your shades rattle and flutter.

In Schools, Hospitals, Hotels, Office Buildings, Hotels—in fact in any building—it is a great advantage to be able to eliminate the direct rays of the sun without interfering with the room's light and ventilation.

And never forget that while Athey Perennial Shades may cost more originally, they last so many years that in the end they are the lowest priced shades you can buy.



Detailed drawing showing construction and operation of Athey Perennial Window Shades

Even rain won't ruin them. They are made of indestructible cloth — thoroughly shrunken and waterproofed. They can be dry cleaned.

And there is nothing about them to get out of order. No rollers, catches, latches or springs to slip or stick.

Write for complete information and prices

Athey Company

6033 West 65th Street - Chicago, Ill.



LIQUASAN

The Liquid Soap-

Liquasan is a pure and soothing Liquid Soap that is absolutely standardized in quality and price. Its outstanding advantages over ordinary products are:

- 1 Pure and always the same—made by the laboratory method from edible vegetable oil.
- 2 Sold at one standard price everywhere. Costs no more and probably less than bar soap.
- 3 Lathers instantly in any water.
- 4 Cleanses thoroughly and quickly.
- 5 Soothing—almost like a lotion to the tenderest skin.
- 6 Quicker and more convenient in use.
- 7 Sanitary—safeguards health.

It is sold through leading Supply Dealers everywhere. If your dealer does not have Liquasan send us his name and we will see that your order is filled promptly.

"Touches Nobody's Hands but Yours"

GRAVITY DISPENSING SYSTEMS
OR INDIVIDUAL DISPENSERS
FURNISHED AT ACTUAL COST

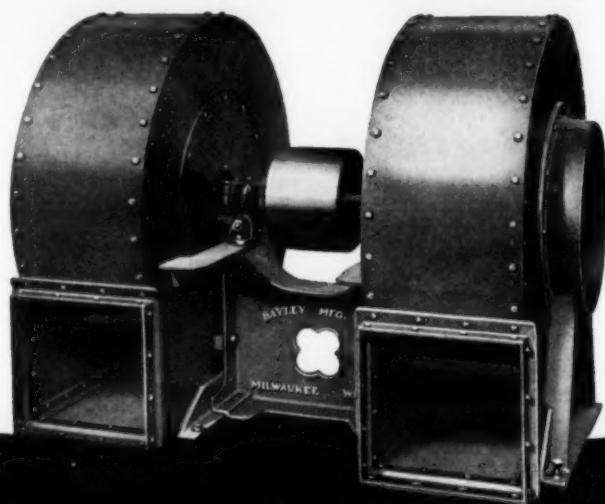
ALSO MAKERS OF

*Zef-ir Air
Sweetening
Blocs and
Crystals*

*Bingo
Clogged
Pipe Opener
Disinfectants
Insecticides
Silk Floss
Shampoo*

The
**HUNTINGTON
LABORATORIES**
INCORPORATED
Huntington Indiana

HUNTINGTON
LABORATORIES



Economical Ventilation

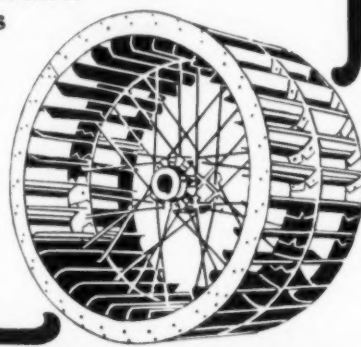
Next to efficiency, economical operation and durability are the most important requirements of any mechanical ventilation system.

Bayley Plexiform
Fans

meet all of these requirements and are in addition designed to occupy a minimum of space. Light, yet sturdy and durable, easy running, moving the greatest volume of air with low power and upkeep costs are a few Bayley Plexiform features. Made in various sizes, either single or double mounts, with outlets in any desired position, for engine, motor or lineshaft drive.

Write for Booklet.

BAYLEY MFG. COMPANY
Dept. H Milwaukee, Wisconsin



There is no advantage in buying an elaborate and expensive system of fans and pipes and moving ventilators, if a simple, inexpensive "suction" type of ventilator will give better service.

"GLOBE" VENTILATORS

are universally recommended, by Architects as the most efficient ventilator where power is not used, and the secret of their efficiency lies in their simplicity. Our catalogue which explains their advantages will be sent free on request.

Please address Department J.

GLOBE VENTILATOR CO., TROY, N. Y.

Wire school buildings the best way!



Wiremold conduit is the **best** for surface wiring, because it is sturdy, good-looking, easiest to apply, and least expensive.

HAVE the wires run on the surface, encased in strong rigid Wiremold Conduit. Then when you want to re-arrange class-rooms, to move partitions, you can change the position of your lights, swiftly and economically, without the mess or fuss of tearing open walls and ceilings.

For well-wired school buildings

Specify WIREMOLD CONDUIT

American Wiremold Co., Hartford, Conn.

(Concluded from Page 124)

715	Landscaping and Playgrounds.
717	Furniture and Equipment.
	Old Buildings
719	Alterations.
721	Furniture and Equipment.
	Manual Training
723	New Equipment.
	Vocational
726	New Equipment.
	Junior High School.
730	New Sites.
731	Improvement to Sites.
	New Buildings
733	Construction.
743	Architects' and Engineers' Fees.
745	Landscaping and Playgrounds.
747	Furniture and Equipment.
	Old Buildings
749	Alterations.
751	Furniture and Equipment.
	Manual Training
753	New Equipment.
	Vocational
756	New Equipment.
	High School.
760	New Sites.
761	Improvement to Sites.
	New Buildings
763	Construction.
773	Architects' and Engineers' Fees.
775	Landscaping and Playgrounds.
777	Furniture and Equipment.
	Old Buildings
779	Alterations.
781	Furniture and Equipment.
	Manual Training
783	New Equipment.
	Vocational
786	New Equipment.
	MANUAL TRAINING
	Evening School—Supervisory.
800-0	Supervisors' Salaries.
801-0	Supervisors' Clerk Hire.
800-3	Supervisors' Expenses.
	Instruction Proper
802-0	Teachers' Salaries.
802-4	Textbooks.
802-5	Supplies.
802-9	Other Expense.
805	Repairs and Replacements.
	VOCATIONAL
	Day—Supervisory.
810-0	Supervisor's Salary.
811-0	Supervisor's Clerk Hire.
810-3	Supervisor's Expenses.
	Instruction Proper
812-0	Teachers' Salaries.
812-4	Textbooks.
812-5	Supplies.
812-9	Other Expense.
	Operation
813-0	Janitors' Salaries.
813-5	Janitors' Supplies.
813-9	Other Expense.
	Maintenance
815	Repairs and Replacements.
	Evening—Supervisory.

820-0	Supervisors' Salaries.
821-0	Supervisors' Clerk Hire.
820-3	Supervisors' Expenses.
	Instruction Proper
822-0	Teachers' Salaries.
822-4	Textbooks.
822-5	Supplies.
822-9	Other Expense.
	Operation
823-0	Janitors' Salaries.
823-5	Janitors' Supplies.
823-9	Other Expense.
	Maintenance
825	Repairs and Replacements.
	CONTINUATION
	Full Time—Supervisory.
830-0	Supervisors' Salary.
831-0	Supervisors' Clerk Hire.
830-3	Supervisors' Expenses.
	Instruction Proper
832-0	Teachers' Salaries.
832-4	Textbooks.
832-5	Supplies.
	Operation
833-0	Janitors' Salaries.
833-5	Janitors' Supplies.
933-9	Other Expense.
	Part Time—Supervisory.
850-0	Supervisor's Salary.
851-0	Supervisor's Clerk Hire.
850-3	Supervisor's Expenses.
	Instruction Proper
852-0	Teachers' Salaries.
852-4	Textbooks.
852-5	Supplies.
	Operation
853-0	Janitors' Salaries.
853-5	Janitors' Supplies.
853-9	Other Expense.
	EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS
	Supervisory
840-0	Principal's Salary.
841-0	Principal's Clerk Hire.
	Instruction
842-0	Teachers' Salaries.
842-4	Textbooks.
842-5	Supplies.
	Operation
843-0	Janitor's Salary.
843-9	Other Expense.
	ASSOCIATION ELECTIONS

The Illinois state teachers' association elected the following officers: President, O. L. Manchester, Normal; first vice-president, J. O. Marberry, Rockford; second vice-president, Mrs. Levina O'Neill, Mount Sterling; third vice-president, Charles H. Root, Morris, Grundy county; treasurer, Charles McIntosh, Monticello; member of the executive committee, W. P. Morgan, Macomb. Robert C. Moore, of Carlinville, who has been secretary of the state association for several years, was reelected to that position by the executive committee.

—The Delphos, Ohio, board of education has enacted a rule whereby pupils using tobacco are suspended. Teachers using tobacco in any form while on duty are dismissed.

—The school board of Freeman's Creek, W. Va., has forbidden all socials, box suppers and like affairs without special permission by the board.

—J. O. Marbury of Rockford, Ill., was elected president of the northwestern division of the Illinois teachers' association. The 1924 convention will be held in Freeport.

—P. G. Meranda of Ripley was elected president of the Western Ohio School Superintendents' Round Table. Claude A. Bruner of Lebanon was named chairman of the executive committee.

NEWS OF SCHOOL OFFICIALS

—At the annual reorganization meeting of the school board of Dayton, O., Mr. Wm. D. Blaik was elected president, Mrs. McDaniel Howsare was reelected vice-president, and Mr. C. J. Schmidt was reelected clerk-treasurer. Mr. Schmidt has been in the service of the board for the past 25 years and has just been reelected for another two-year term.

—Mr. Wm. E. Miller of Newark, O., has been re-elected president of the board of education, a position which he has held for the past twelve years. Mr. J. M. Mitchell was elected vice-president, and Mr. F. A. Woolson, clerk-treasurer.

—Dr. Caspar W. Sharples has recently been elected president of the board at Seattle, Wash., for a period of three years.

—Mr. H. L. McConnell, who begins his fifteenth year as a member of the Sebring, O., board, will enter upon his thirteenth year as clerk-treasurer of that body.

—Mr. Charles Feilbach has been elected president of the board at Toledo, O.

—Mr. Harold Files has resigned as clerk of the board of Rochelle Park, N. J.

—Mr. E. B. Hughes has been elected president of the board at Hamilton, O., Mr. C. M. Elkenberry, vice-president, and Mr. Charles Holdefer, clerk.

—Mr. Fred W. Erickson, formerly business agent, has been elected secretary of the board at Madison, Wis.

—Mr. William Tierney, appointed for a five-year term as president of the board of Englewood, N. J., has completed twenty years of service on the board.

—Mrs. William Acker is the first woman to be appointed to the school board at Fayette, O.

—Mr. Edgar Martin has been appointed supervising architect for the board of education of Chicago, Ill. Mr. Martin is a member of the architectural firm of Schmidt, Gardner & Martin. He will receive a salary of \$10,000 a year.

—The school board at Pittsburgh, Pa., has reappointed Carl M. McKee, superintendent of supplies, and James Bonar, superintendent of buildings.

—The Indianapolis, Ind., board of education elected Charles R. Yoke as its president.

—William McAndrew was chosen superintendent of the Chicago schools because of his demonstrated administrative ability, his experience as an educator, his intellectual vigor, and intelligence," said President Charles M. Moderswell of the Chicago board of education. "He is not the man to yield to improper political pressure, and he is too alert and progressive to oppose innovations of a desirable nature in obedience to shortsighted protests or fears of routine-ridden elements in the school system."

Another User Prefers the



Electric Time and Program Clock System



Handley School, Winchester, Va. W. R. MacCormack, Arch., Cleveland, O.

In the Handley School there is embodied one of the finest examples of modern school building practice in America.

With its highly diversified curriculum, their requirements in the way of Electric Time and Program apparatus are, naturally, of the most exacting order.

After a careful investigation, Landis equipment was adopted because of its simplicity, quality, dependability, extreme capability, and because of the service back of it.

Let us show you the advantages of our equipment and our service. We would be glad to send catalog and estimate without obligation. Write our nearest office.

LANDIS ENGINEERING & MFG. CO.

423 Board of Trade Bldg., Indianapolis, Ind.

Waynesboro, Pa.

THE SPRINGFIELD SURVEY

The complete independence of the school department, not only in finances but in the entire management of the Springfield (Mass.) schools, has been recommended by Dr. George D. Strayer and his associates of Teachers College, Columbia University, in his report covering the recent survey. Radical changes in methods of the school committee and a thorough revision of the curriculum are advocated. Regional high schools of the comprehensive type are favored by the school experts.

The report deals with three major problems, i. e., the administration and supervision of schools; the financing of education, and the curriculum of the schools. A careful study was made of the administration of the schools in relation to the general municipal administration, and the general effect of city council control on the cost and efficiency of school administration. The results of the inquiry are summarized in a report making the following recommendations:

That the Legislature give the Springfield school committee complete control of the system, with separate tax levy.

That the committee have complete authority in planning erection and maintenance of buildings.

That the superintendent direct a continuing study of the need of school sites and buildings. That the committee undertake the development of a building program to cover immediate and future needs.

That the committee and superintendent have complete control of the school budget, and that the budget be unified instead of extending into public buildings and health departments, as now.

That Springfield follow the practice of 75 per cent of cities in giving school department fiscal independence. Of 273 cities of over 8,000 only 10 per cent give mayor veto power over school budget.

That the office of director of business affairs be created, to include accounting, purchasing, building and maintenance.

That the school committee spend less time in administrative detail, which is the superintendent's work, and more in determining policy.

That the committee, elected at large, to represent the whole community, meet as committee of the whole, and that all standing committees be abolished.

That a research department be established to carry on investigations desired by committee or superintendent.

That the superintendent have an assistant and himself recommend all textbooks and courses of study.

That the principals make a larger contribution to development of the school system.

That in employing teachers more attention be given to desirable training for particular work and less to length of experience.

That provision be made for further professional training of teachers and principals.

That somewhat higher salaries be provided for teachers of superior merit and a more generous allowance in case of prolonged illness.

That the school committee develop a division of physical education and health service.

That changes be made in high school educational methods that will yield economy without reduction of the "marked efficiency" of the high schools. (See detailed recommendations on junior and senior high schools.)

That some revision be made in the courses of study in nearly all subjects and that a general and special committee be appointed for that purpose.

Springfield has not developed a school building program which gives full consideration to future as well as present needs. The most modern standards of buildings and planning have not been given full consideration. These are the direct results of the lack of unity in administration.

Compared with 25 cities in its class, Springfield is wealthy, and its tax rate is low. The proportion of the tax dollar devoted to schools is about the average. The school debt per pupil is low. The amount of money paid out for schools is higher than the average and in those functions not under control of the committee is highest of the group. Springfield is making less financial effort to support its schools well than the other cities of the group. It can provide further betterment without undue tax burden.

A thoroughgoing study of curriculum changes occupy from two to three years. It is recommended that every teacher, principal and supervisor share in the responsibility and opportunity.

ITEMS AFFECTING THE SIZE OF CLASSES IN ELEMENTARY SCHOOLS

At Erie, Pa., it has been the aim of the administrative department to have as many pupils in each classroom as may be given efficient instruction. In most of the regular elementary rooms there are forty or more pupils. There are, however, several factors tending to reduce the average number per teacher in many buildings, a few of which are given below:

1. Some of the schools have been planned for 35 seats per room. By using all possible devices, such as placing chairs in the rear, seating pupils at tables, etc., it has been possible to bring many of these rooms up to forty.

2. The development classes of only fifteen pupils per teacher are averaged with other rooms.

3. Some basement, landing and corridor rooms have only about thirty pupils. This is necessary because of difficulty in ventilation and smaller floor space.

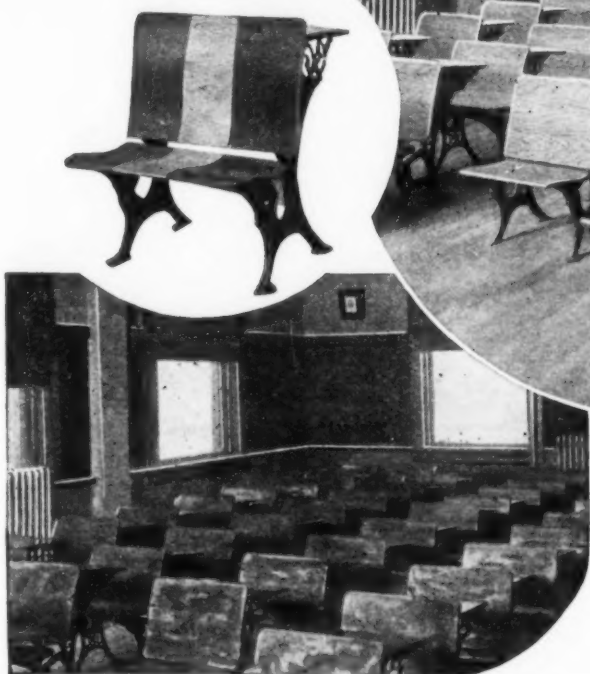
4. In some buildings, smaller rooms originally designed for other purposes are in use as classrooms and it is impossible to seat as many as might be instructed under other conditions.

5. In one school an assistant is employed in the first room since there is no other way of caring for the pupils. The present enrollment is 62 but this makes an average of only 31 per teacher.

6. It often happens in the smaller centers that the grades in which pupils are located make equalization of classes very undesirable from the standpoint of instruction. Two grades in a room are not objectionable provided the number in each is approximately equal. It is very difficult to instruct 35 of one grade and five of another in the same room. For this reason a few classes are as low as 34 or 35 but other classes in the same building have 45 to 48 pupils. Both principals and teachers prefer this over the making of these classes numerically equal where the pupils in each room have the same work.

With larger school centers it is possible to add slightly to the size of classes without destroying the unity of the work.

Before and after—note the condition of the desks in lower photograph; then note the same desks in the photograph opposite. "Casmire Process" is responsible for this transformation.



Unclean, slovenly appearing desks promote inefficiency, sluggishness, and are a bad example for growing children.



Note this room—its atmosphere of efficiency and absolute cleanliness. This complete renovation and refinishing was accomplished at but a small fraction of the cost of new desks.

Make Your Desks Promote Efficiency Health, Cleanliness

THE average school desk in use for several years becomes very dirty and unsanitary. The necessity for an economical and effective method for complete renovation and refinishing such desks has long been a problem for school officials. "Casmire Process" is acknowledged the one really effective and economical method for transforming old desks into good as new. "Casmire Process" is an exclusive, patented method and is in use throughout the country. Requires the purchase of no equipment. There is nothing else like "Casmire Process"—it stands alone.

Over a Million Saved From the Junk Pile

"Casmire Process"
PATENTED
For the Sanitary Renovation of School Desks

Clean, inviting desks have a wholesome influence on pupils. Cleanliness has a wonderful refining effect on growing children. "Casmire Process" not only completely renovates desks, but refinishes them in any desired effect—Mahogany, all shades of Oak, etc. Use the coupon below, or write for literature and testimonials from school boards near you.

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Send literature
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tributor nearest me.

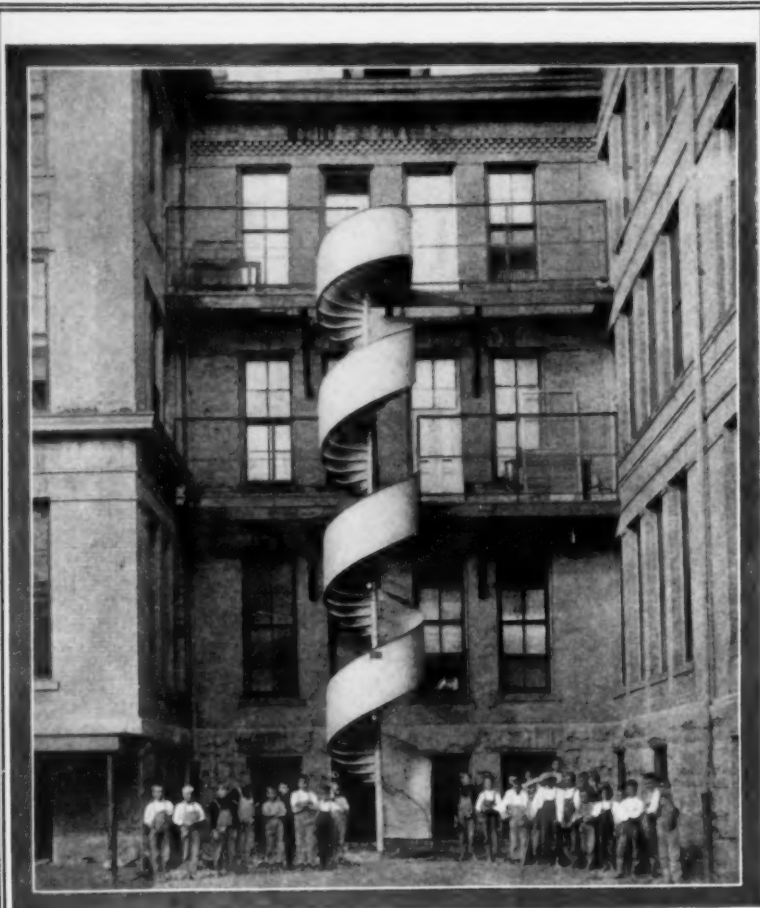
Authorized Distributors Everywhere

There is a responsible distributor near you who will gladly estimate your needs and make a complete survey without obligating you in any way.

Use This Coupon



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Address
Position



How Much Is A Life Worth?

You can't very well figure it in dollars and cents.

How much is a fire escape worth on your school? Until there is a fire that is another thing hard to figure in dollars and cents.

If there is a fire, the escape is worth a fortune if it saves one life.

The responsibility for human safety rests on those who SPECIFY what the means of escape shall be.

That is why Standard Spiral Fire Escapes are specified by those who realize that dollars and cents mean nothing when lives are in pawn.

Booklet A-3 will give further information to anyone interested in better protection for school children.

STANDARD

CONVEYOR COMPANY

General Office and Plant, "Brown-Portable" Products Plant,
North St. Paul, Minn. North Chicago, Illinois

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FIRE ALARM AND SIGNAL SYSTEMS
FOR SCHOOLS.

The Glassboro State Normal School is a beautiful example of school architecture and its interior details are as complete and perfect as the beauty of its exterior would indicate.

This modern school is of course protected by Holtzer-Cabot Alarm and Signal Systems.

It is yet another proof that Holtzer-Cabot Signal and Protective Systems combine to the highest degree, long life, dependable service and low cost of upkeep.

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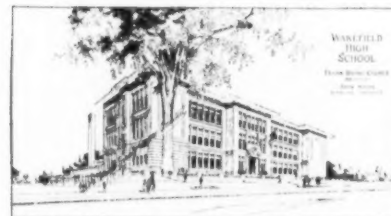
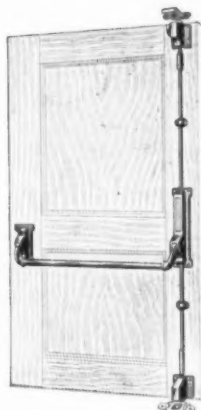
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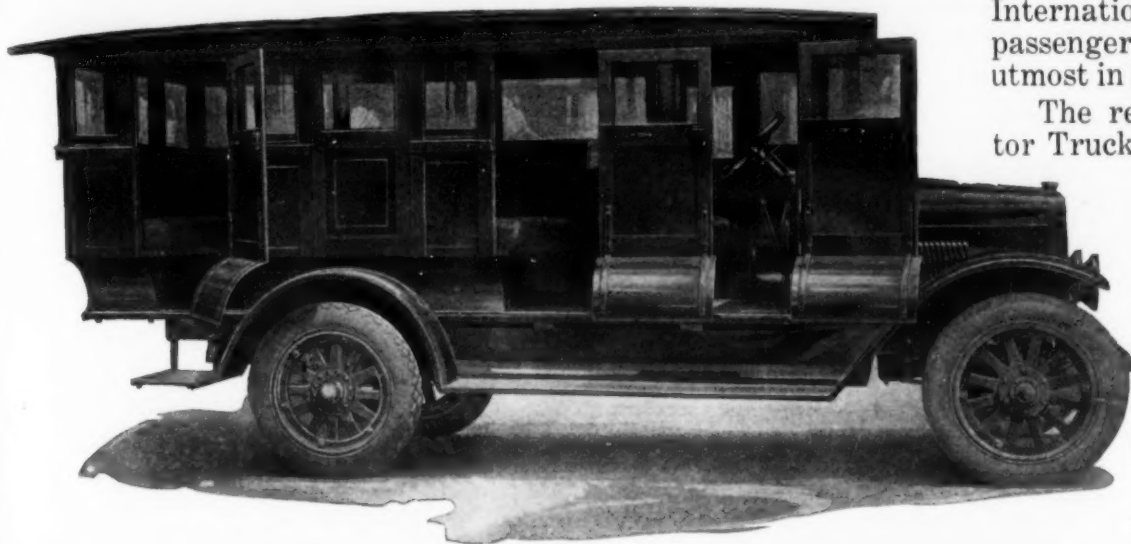
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EDUCATIONAL SUPERVISION.

(Continued from Page 36)

declare it to be coordinate with administration and would separate it from administration. "The time has come in the evolution of the school system when administration and supervision of instruction should be entirely separated from the kindergarten to the high school."¹¹ The writer wishes, in this discussion, to take a somewhat different point of view. It was suggested above that supervision evolved out of school management, first, as a means of community self-protection against the inefficient teacher and, secondly, as a means of community cooperation with the teacher. It is clear, therefore, that although the supervisor is working for the same ends as the classroom teacher, supervision is still a function of school management and the supervisor's first responsibility is to protect the community against inefficient teaching.

As a function of school management, supervision is subordinate to administration and must be subject to the direction of the administering head whether the supervision is performed by the superintendent himself, by principals, or by special supervisors. There must, however, be a clear definition of the problems of supervision and of administration and a separation of the one from the other, either by assigning them to different individuals, or by confining them to their proper places in the work of the same individual.¹²

The Writer's Purpose

The purpose of the foregoing discussion is to set forth the evolution of supervision and to clarify our thinking in regard to its relation to administration. Without going further into the details with respect to the need for the supervision of instruction or its relations to educational administration, the writer proposes in the succeeding pages of this discussion to

consider in detail the relations of supervision to instruction, to formulate and define the aims and some of the underlying principles of supervision, and to discuss rather briefly the methods and devices to be used in realizing these aims.

¹¹Mirick, Geo. A., *Administration and Supervision*. Elementary School Journal, Dec., 1918, p. 285.

¹²Stockton, J. L.

(To be Continued).

THE RELATIONSHIP OF BOARDS OF EDUCATION TO SUPERINTENDENT

(Continued from Page 40)

"In practice a superintendent of good administrative ability and accepted power as an educator finds the board of education willing to turn over to him all that he should assume and sometimes even more than he should assume. In many other cases, however, through tradition the board of education has retained powers which ordinarily have been accepted as duties to be assumed by the superintendent.

"Sometimes with a change of administration the superintendent took over duties formerly otherwise delegated, and vice versa. In many school districts a very satisfactory status quo has been reached. There are, however, enough unfortunate exceptions to the general rule to suggest the desirability of standardization of these duties.

"Certain responsibilities are of such a nature that the board of education can never afford to delegate them; there are many powers and duties which can never be exercised by the board of education intelligently. These are duties which should be delegated to an officer who can be held responsible for their successful carrying-out.

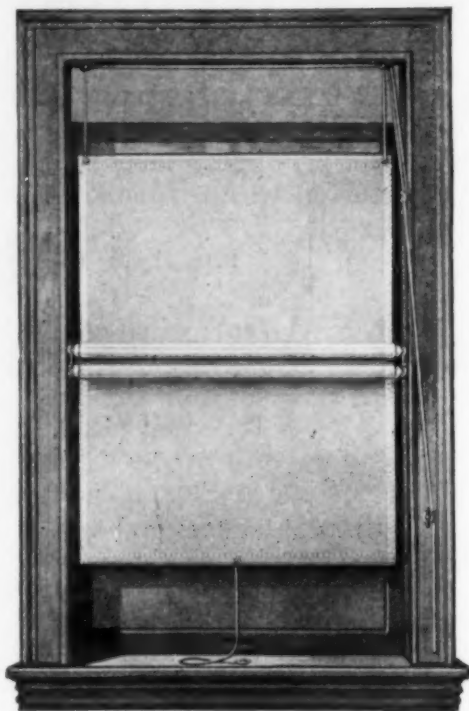
"During recent years the conviction has come to be more and more widespread that a board of education should conceive itself merely a board of control to which should be referred all matters of general policy and all questions

which involve new programs of work or different and unusual expenditures of money. The board of education is the body expressly chosen to represent the people as a whole in all matters that have to do with education. The question, therefore, of the total expenditures for education is one which it must answer. The adoption of the salary schedule should not be delegated to any appointed officials.

"In the last analysis the board of education must be held responsible for the fundamental organization of the educational system; for example, whether it is to continue to be organized as an eight-year elementary system with a four-year high school, or whether the more modern organization of the six-year elementary school, a three-year junior high school and a three-year senior high school shall be introduced. If any policy, such as the establishment of a new commercial course or vocational education course, the offering of new subjects or groups of studies in the elementary or high school comes up for consideration, all such questions, while initiated by the superintendent, in the nature of the case must be presented to the board of education for its consideration and approval.

"On the other hand, all the details of the actual administration of the schools should as far as possible be turned over to the superintendent. The board of education should never administer to the schools. It controls but does not administer. Therefore, all such questions as the selection of teachers, the actual preparation of the courses of study or curriculums, the preliminary examination and recommendation as to textbooks to be used in the schools, the preliminary recommendations acting towards the selections of new sites or new school buildings, should be in the hands of the superintendent.

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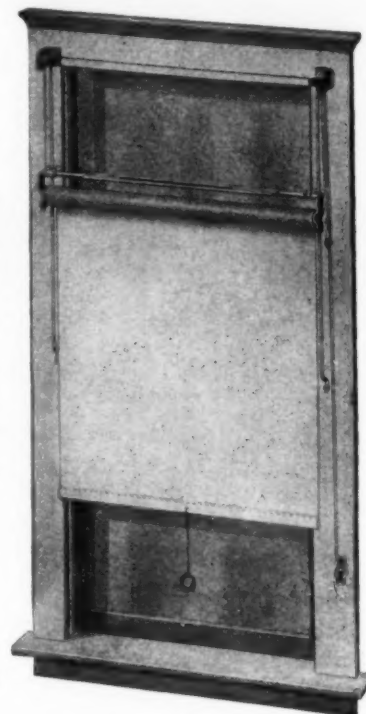
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"Seldom, if ever, should the board of education take away from a superintendent powers which normally belong to him. The board of education, on the other hand, should not hesitate to exercise, when circumstances seem to justify it, the power of veto. This should, however, not carry with it the initiation of substitute policies.

"If the superintendent cannot properly develop or administer intelligent educational policies, the board of education should dismiss him and secure a superintendent to whom these powers can with safety be intrusted. If the board of education confined its activities to matters of general control and to the consideration and approval or, of necessity, the rejection of the various policies and recommendations of the superintendent, and if the superintendent himself is a trained educator able to lead his teachers along efficient lines of educational policy, able to administer successfully those duties which a board of education has the right to assume he should undertake, the school system is apt to be in a healthy condition and the work from year to year will increase in efficiency, adapting itself properly to the ever-changing demands of a complex modern society.

"The board of education must hold as its most important duty the selection of a competent superintendent. Having secured him and having assured itself from month to month that the work of the schools is in the hands of a competent, effective administrator, it will find the tedium of the board meetings greatly relieved. In the place of its being a scramble in the performance of various administrative functions, it becomes a forum for the discussion of the most important educational problems that confront the community, out of which intelligent decisions can be secured.

THE PERSONAL LIABILITY OF SCHOOL BOARD MEMBERS.

(Continued from Page 48)

fendant was hurt by falling from a scaffold, the court held that the board of education was a governmental agency and not liable for the negligence of its agents in providing unsafe apparatus with which a servant is directed to work.

In the fifth case *Nicholson vs. City of Detroit*,¹³ the plaintiff contracted smallpox while employed by the city board of health to remove an old pest house from land owned by the city. The court declared that the city was not liable on grounds that the action of the city in procuring the land and erecting a hospital upon it was the act of a governmental agent and the land owned for public purpose under governmental authority. In the absence of a statute, no liability to employee injured during the course of his employment, and the rule of non-liability, heretofore set forth, applies equally to employees or servants for the reason stated.

In the next case, *McKenna vs. Kimbal*,¹⁴ a passerby was hurt by the falling of a tree felled by a man hired to fell it on school grounds. Yet it was held that the district was not liable. In case of injury to teachers, janitors, and other employees, they are entitled to compensation to be paid by the district in the manner and to the extent provided by the workmen's compensation act, if the personal injury to the employee arises out of and in the act of his or her employment, with the compensation payable to defendants in case of death due to such injury.¹⁵

But the broad general rule seems to be that school districts cannot be held liable for injury

to employees in any case in the absence of a specific statute allowing suits to be brought against the board for negligence.

(To Be Concluded)

—The New York City board of education finds itself obliged to guard against irresponsible contractors. The deposit of a check representing 5 per cent of the contract price and subsequent filing of bond does not afford sufficient protection.

"A further qualification of responsibility should be length of time in business, size and magnitude of work previously performed, a good record both as to time of completion and character of work on previous contracts executed for private parties as well as for the city," says William H. Gompert, the board's architect. "In an instance where the contractor is bidding for the first time the bids should have the indorsement of three responsible business men for whom the contractor has performed building construction work.

"A contractor who is not established in the building industry or in any of its allied trades, and who has not an established contractor's office with an organization or a shop or a material or equipment yard or other tangible or physical evidence indicating a definite identity with the building industry, should not be eligible to bid, and if a bid is submitted and a contract awarded, and it is subsequently found the above is not the case, then his contract automatically becomes void."

—Advocating health department supervision over Rockford school children, Dr. S. S. Winner, state district health supervisor of Illinois, has expressed dissatisfaction with health conditions in the schools. Supervision of school health should be in the hands of the city health department and not in control of a separate organization, said Dr. Winner. Two organizations mean a duplication of work and excess of expenditure to secure good health conditions. Schick tests with toxin-antitoxin treatment against diphtheria were advocated by Dr. Winner.

—A Bureau of Educational Research has been established at Homestead, Pa., with Mr. Alfred Beattie as director of the Bureau.

¹³*Nicholson vs. City of Detroit*, 120 Mich. 246 (88 N. W. 695, 56 L. R. A. 601).

¹⁴*McKenna vs. Kimbal*, 145 Mass. 555, 14 N. E. 789.

¹⁵*School Board Journal*, March, 1923.



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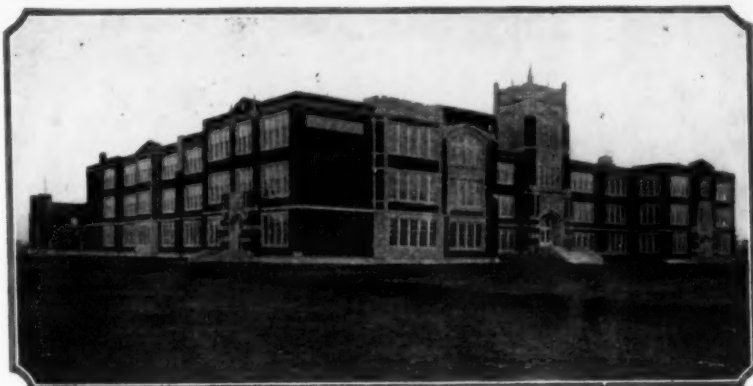
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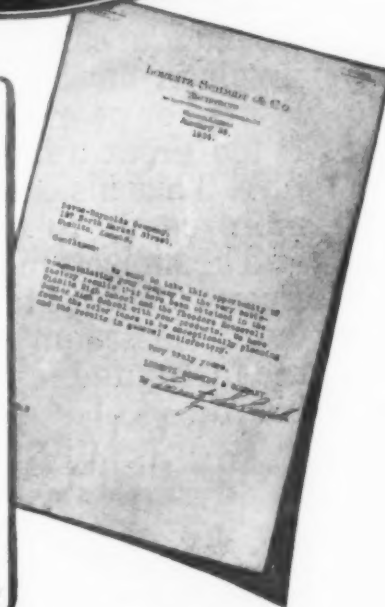


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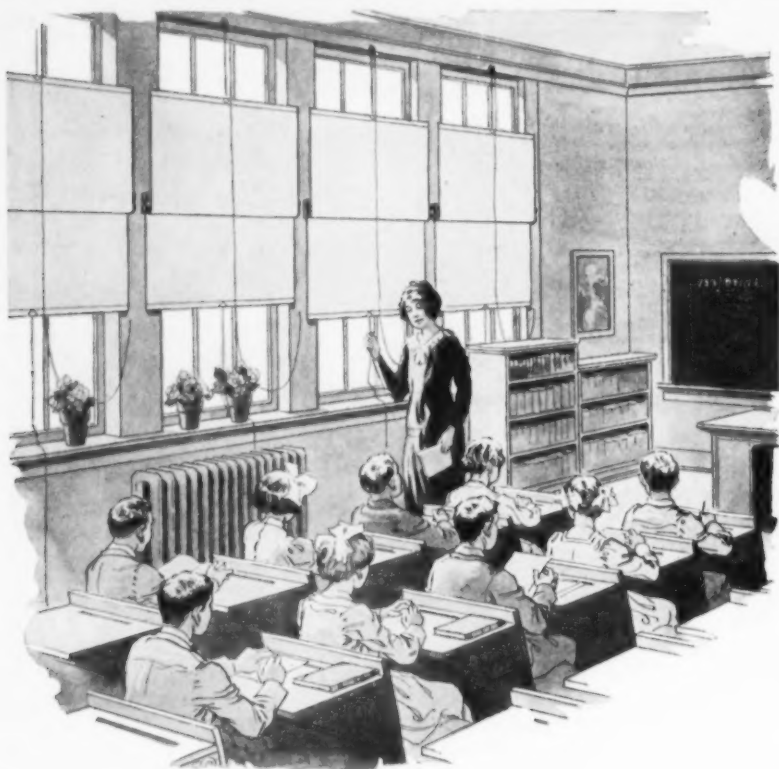
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HOW EDUCATIONAL REVENUES ARE DERIVED IN OHIO.

(Concluded from Page 54)

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County Board of Education Fund. This fund is used for the administration of the schools in the county school district. The sources of revenue for this fund are as follows:

1. State legislative appropriations already mentioned.
 - a. One half of salary of county superintendent and assistant county superintendent up to \$1000 and \$750 respectively.
 - b. Contributions toward county Normal Schools and model rural schools.
2. General property tax deducted proportionately from tax levies of local districts included in county districts on basis of number of teachers employed.
3. Surplus dog tax after payment of claims and providing for maintenance of humane society for prevention of cruelty to children and animals.
4. Fees derived from county teachers examinations and city teacher institute funds.
5. Various fines, penalties, etc.
6. Proceeds of sales of unclaimed, stolen, and embezzled property. The income of county school districts in Ohio, not including the income derived from the state government is given in Table IV.

TABLE IV.—Income of County School District in Ohio, 1921-22¹

Sources	Amount
1. General property tax.....	\$585,759.49
2. Surplus dog tax.....	118,086.25
3. Examination fees.....	8,753.71
4. City school districts for institute.....	6,331.06
5. Miscellaneous.....	133,892.50
Total.....	\$852,823.01

Other Funds. All other funds collected by the county treasurer for the support of public

schools and not otherwise apportioned by law are apportioned to the schools in the county in the same proportion as they are entitled to share in the distribution of the 2.65 mills levy.

Certain miscellaneous receipts of the local school districts collected directly by local boards should not be left unmentioned. They include interest on their deposits and sinking funds, rents, tuition from patrons, fines, penalties, gifts, etc.

Summary. For the year of 1921-22 the educational income was over \$110,000,000. Of this amount nine-tenths was derived from local school districts, while the greater part of the remainder came from the state. Table V gives a summary of educational income derived from all sources in Ohio for 1921-22.

References:

- ¹Swift's "Public Permanent Common School Funds in U. S. 1795-1905."
²Report "Financing Public Education in Ohio," by Education Council of Ohio, State Teachers' Association, November, 1923.
³Federal Aid to Public Schools, by Swift; Bulletin, 1922, No. 47, Bureau of Education.
⁴Keith and Bagley, "The Nation and the Schools."
⁵Ohio School Laws and Taxation Laws.

THE TRAINING OF NEW ENGLAND SUPERINTENDENTS.

(Concluded from Page 55)

paign for higher professional standards—higher standards of preparation and higher standards of continued training while in service. In addition such bodies should consider carefully whether they should not stand for eventual separation of administrative from supervisory functions through the employment of supervisors and principals specifically trained for this work.

THE CALIFORNIA SCHOOL FIGHT

There is probably not another state in the Union where the contest between the school forces and the state administration is so acute as it is in the state of California. The governor

and the legislature have stood for conservatism in school support while the educators have contended for a progressive policy.

The latter have not hesitated to denounce the former in unmistakable language and to make their appeal directly to the taxpaying constituency of the state. The governor has not only defended his policy, but has charged the schools with extravagance in educational effort.

The latest turn in the contest is a "who's who" pamphlet issued by the California high school principal association. It deals entirely with the members of the California legislature and their record on educational bills. The data was assembled by A. R. Heron, deputy director of education for California which is prefaced by an introductory written by Arthur H. Chamberlain.

Mr. Chamberlain designates the document as a searchlight which is turned on the legislators in order to enable their constituents to determine upon their return or their retirement from public life.

It is claimed that Governor F. W. Richardson will, before the end of the year, secure the control of the state board of education, that he succeeded last year to reduce the support for the state normal schools, for vocational training, textbooks and for the administrative office of Will C. Wood, superintendent of schools.

—Beaufort, S. C. Two important innovations in the schools are a cafeteria and a dental clinic.

—Committees of the faculty of the Millville, N. J., schools have been formed to undertake a thorough revision of the elementary and secondary courses of study, including book lists, time allowances, minimum, average and maximum content for grade groups, and other special features of merit. The course of study is to be ready for the initial try-out in 1924-25.

—Millville, N. J. The contract has been awarded for the erection of the new high school to cost \$375,000. Guilbert & Betelle, Newark, N. J., are the architects of the building.

—Mr. Luther M. Steele, superintendent of schools for the past five years at Union, N. J., died suddenly on February 12th, after an attack of heart disease.



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—Superintendent Joseph J. Reilly of Ware, Mass., in a public address, said: "Today there is far too large a difference between compensation for brain and heart work and that for manual labor. When the world learns to put a proper value on the work of the brain, then civilization will advance." Thereupon the editor of a Worcester newspaper said: "But are we not apt to forget that manual labor is a necessity as much as is brain labor? We say we want everyone to have a grammar school education; we want as many as possible to have a high school education, and as many as possible to have a college education. We look forward to the day when everybody can have a college education. This day is a long way off, to be sure, but it will come if we continue on the theory that all classes have an equal right in education. But there cannot be places for everybody if everybody is a brain worker. Somebody will have to do manual labor some of the time. Who will do it? Will there not have to be special financial attraction if the necessary manual labor is to be done?"

—The San Francisco, California, Chronicle, is attacking the policies of the local school authorities. It says: "School Superintendent Joseph Marr Gwinn came to San Francisco with an enviable record as an educator. We feel that he would be doing more to maintain that record if he turned his attentions toward developing and expanding our educational facilities along practical lines, rather than in diverting them into channels that are purely theoretical. The establishment of bureaus that appear to have no excuse for existence and serve only to draw money that should be rightfully used for legitimate educational purposes are advocated by Mr. Gwinn. He favors a liaison bureau, an educational service and research bureau and a vocational guidance and placement bureau. For what? It is time to stop chasing rainbows and get down to business. It is the purpose of the educational department of the city to educate the young, not to create political jobs. Our citizens are liberal in voting money for educational pur-

poses, but they emphatically protest against its waste in useless enterprises that can accomplish nothing and get nowhere."

—A state-wide campaign has been begun in New York State by Dr. M. P. Corwin of Jamestown, to ban short-sleeved, low-necked gowns, silk stockings, freak hair-styles, and the powder-puff and lip-stick from high schools. Dr. Corwin asks that school authorities be given the right to bar students who become guilty of conspicuous dress and attire.

—The Hackensack, N. J., board of education has unanimously ruled that student fraternities in the schools will no longer be tolerated. The board action is based on the state law which forbids students from becoming members of secret bodies.

—De Pere, Wis. The school board has ordered a survey of all the school buildings with the purpose of ascertaining the needs of the proposed housing program.

—Statistics recently compiled by the Illinois Department of Public Instruction show that five counties in the state spent more than half a million dollars on schools last year. Vermillion County, which spent \$582,237, led all others outside of Cook County last year, both in the amount received from the sale of bonds, and the total outlay of capital for school buildings, grounds and equipment. Cook County spent \$8,849,575, Kane County \$507,360, Will County \$561,584, and Winnebago County \$506,632.

The total amounts spent for grounds and buildings by all Illinois districts, in the last ten years, are given as follows: 1914, \$8,649,638; 1915, \$8,063,011; 1916, \$9,370,788; 1917, \$10,882,056; 1918, \$8,745,373; 1919, \$8,237,118; 1920, \$10,308,437; 1921, \$17,143,411; 1922, \$20,440,756; and 1923, \$19,970,619.

—State Supt. Vernon Riegel of Ohio, in a recent statement, points out that any school system unable to operate through lack of funds, may be taken over by the probate judge of the district and its operation expenses paid out of the general fund of the county. This is an emergency measure and obviates the necessity of closing the school buildings for the balance of the school term.

—A gift of \$31,000 by Ernest L. Woodward to the board of education of Leroy, N. Y., for the purchase of property adjoining the present high school, may be lost to the community through the refusal of property owners to deliver deeds to the land at prices stated in options executed by agents of Mr. Woodward. In November last, the taxpayers approved bonds in the amount of \$255,000 for the erection and equipment of a grammar school. The site selected for the building was protested because it involved the razing of a building having sentimental associations. Mr. Woodward came forward with his offer to purchase the adjoining site and his agents secured options on the desired property. The final closing of the deal brought in some complications.

—Practically every one of Chicago's elementary schools will eventually be operated on an extended day basis, if the crowded situation is not relieved within the next two years, according to the board of education. School enrollment is increasing at the rate of 100 pupils daily, or 20,000 yearly. By 1925 at least 40,000 pupils will be without accommodations unless more buildings are erected or present structures placed on an extended schedule. At present more than 30 elementary schools and nearly all the large high schools now have extended hours. Approximately 40,000 children attend schools operating on the double shift plan.

—More than 200 school districts in Ohio are not able to keep their schools open for the minimum term of 32 weeks, according to State Supt. V. M. Riegel. About twenty cities and exempted villages have not enough funds to operate eight months, and eight of the twenty have a tax duplicate of less than \$4,000 per enumerated child, so that they may not receive aid from the state equalization fund.

—A plea for more extended use of Chicago school buildings for cultural and social purposes, after school hours, has been made by a committee of citizens in a request to the board of education. The committee pointed out that Chicago now has only nineteen community centers in operation, whereas in 1917 there were 63, and in 1921, 60. Only \$20,000 of the appropriated fund has been used for this purpose during the school year.

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The New Psychology and the Teacher

By H. Crichton Miller. Cloth, 225 pages. Price, \$1.30. Published by Thomas Seltzer, New York.

Those who are interested in psychology have come to expect something different, if not new, with the issue of every book on that subject. That was probably the thought uppermost in the minds of those who read about the trilogy of books to be written by H. Crichton Miller, scholar, editor, and director of the Tavistock Clinic for Functional Nerve Cases. The very name of the author and the fame he enjoys in England for his clinical work, no less than the titles of the books—*The New Psychology and the Teacher*, *The New Psychology and the Parent*, *The New Psychology and the Preacher*—indicated from the start that the writer was going to make a wide appeal and offer a message for the various human factors in the education of the child. In due time the first of the three volumes, *The New Psychology and the Teacher*, made its appearance. It was favorably received, widely read, and much discussed. More than a year has elapsed since the publishing of the book and we have had ample time to adjust and mature our opinion about it.

Dr. Miller is actively engaged in clinical work and has read widely in analytical psychology. The combination of these two pursuits is a decided advantage for writing a book such as his is. Dr. Miller does not pretend to advance any startling new discoveries in psychology, nor is he a blind acceptor of the theories with which he is so familiar. He purposes to give practical assistance to the educationalist in a matter which is of the supremest importance, namely the up-bringing of the child. The background of the book we are reviewing is analytical psychology, but the author does not hesitate to take from the older psychology whatever in his opinion merits emphasis. Although he accepts many

of the findings of so-called psycho-analysis, he does not commit himself unreservedly to any particular school. He assumes a detached and critical attitude, frankly opposed to the "thorough-going determinism" of the Freudian School of Vienna and advocating strongly the necessity of free will implicitly admitted in the works of Dr. Jung of Zurich. Although he desires to offer assistance to teachers and others who are interested in the child, he does not maintain that he has a panacea or master key for all the problems with which we are confronted.

Dr. Miller is frank, upright, serious of purpose, and profoundly conscious of the importance of the "new" psychology and of the place it holds in the solution of educational problems. He prefers the term analytical psychology to psycho-analysis, because, as he tells us, he cannot accept all the conclusion of the Freudian theory. With equal frankness he admits that he does not claim for the "new" psychology something which is altogether new. On page 16 he writes: "It is undeniable that analytical psychology repeats a good deal of the wisdom of the nursery; many of the dictates of common sense that 'continuous experience of the real,' and it often follows with slow feet to a goal which the insight of poets and prophets reached at a bound." What is new is rather the method, derived from the introduction of clinical psychology and the study of psycho-pathology. If it should be objected that the study of clinical cases is the study of the abnormal and that the study of the abnormal is a barrier to the study of the normal, Dr. Miller replies: "It must be pointed out that while psychology remained with its attention fixed upon the normal processes, it made no startling advance; and that the infusion of new life into it came from the medical psychologist's investigation of the phenomena of abnormality" (p. 17).

It is no easy matter to review Dr. Miller's book adequately within the short space allotted. There is much that is good in the volume, much that is helpful for a better understanding of the child, and much that is of practical and immediate application in education. But it cannot be denied that at times the author assumes that the reader is as conversant as he is with the literature of analytical psychology and that he is capable of separating fact from theory. The

attempt to be brief and succinct in presentation, laudable as it may be in the abstract, has led the author in a number of places to fall into the error of being vague and uttering generalities which are confusing, if not meaningless. Dr. Miller wants to emphasize certain points which struck him as important in the matter of educating the child, leaving out others which are perhaps even more important than those he mentions and explains. He writes in the last paragraph of the book (p. 225): "There are other aspects, and perhaps more important ones, on which nothing has been said; but they lie outside the scope of this book, whose purpose it was to help the teacher to gain something of the analytical point of view; and having done that, to draw his own conclusions."

It is this assurance and enthusiasm which Dr. Miller manifests for analytical psychology, coupled with the hope he entertains that his observations will be helpful to the teacher, which gives pause to the reviewer and arouses the doubt in his mind whether the hope is realized. This thought has occurred insistently to the present reviewer whenever he has read some new book on the subject. May it not be asked fairly, whether or not the enthusiasm which sweeps over the scientific mind whenever some new discovery is made, impairs the impartiality of a critical estimate of the uncertainties and limitations of conclusions which are derived from theories which have not passed the stage of tentativeness? That is what happened when Dr. Freud gave his discovery to the world. Psycho-analysis became the shibboleth of the day. Everyone began to psycho-analyze. Unproved and unwarranted conclusions were made and not a little harm was done. It might be said that this is the case not with the truly scientific investigator, but is true only of the amateur. Granting that this may be the case, yet the question remains unanswered. After all, books that are published to be read and are meant to be read by a vast number of diversified readers, some of whom are poorly equipped mentally to follow the line of reasoning presented by the writer. Uncritical readers by the thousands have swallowed the contents of psycho-analytic volumes without measure of critical restraint, have talked and dreamed about psycho-analysis,



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and with amateurish cocksureness have posed as curers of all the mental ills man is heir to. Years have passed since the first appearance of psycho-analysis and earnest critics have pointed out important defects in the theories advanced, have rejected the extravagant conceptions of some writers and the fantastic theories of others. There is no doubt that careful investigators, psychological and psycho-clinical, are throwing considerable light on phenomena that were exceedingly puzzling. Under the guidance of sane experts much has been done to restore to normalcy minds that were disturbed by causes at first unknown and now found to lie within the deeper recesses of the mind. But these scientists are the very ones who speak with caution and reserve about their findings.

Dr. Miller, convinced as he is of the value of analytical psychology to the educationalist, has not rushed to conclusions hastily. We do not question that his personal experience in the clinic has given him a vast amount of exact material to base his conclusions upon. We do not agree with all he writes and we frankly reject some of his statements as not sufficiently established. But this is not the point we are trying to make. We are looking at the question from the standpoint of the reader for whom the book is intended. Has the reader, even the educationalist, that profoundness of psychological knowledge of human nature and especially of the child which is necessary before he can apply or use the data and conclusions offered by analytical psychology? How many, at least in our country, are parading a shallow knowledge of psychology and are making the child a victim of crude experimentation? Our own experience and contact with teachers in the schools and outside of them, has forced the conviction upon us that, whatever encouraging conditions Dr. Miller may have found among English educationalists, it would be dangerous to apply them to a large percentage of teachers in our country. Has not Dr. Miller allowed too much for a clear understanding of the many complications of psychological knowledge and critical examination and weighing of theories, where there is comparatively little knowledge and less critical acumen? He may not have thought of his American readers when he wrote the book, but we are thinking of the impressions the book will make on many

American readers. And the more we think about it, the more are we convinced that many readers will passively accept what they read, and, if they are teachers, will clumsily apply what they understand only imperfectly.

What has been said must not be taken as an opinion about the merits of Dr. Miller's book. There are many helpful and valuable things in the volume. On the whole his views are moderate, safe and sound. The author points out two aspects which are emphasized by education, "interest, producing self-expression" and "attention, developing self-control." Education is not mere imparting of knowledge, it is above all development of self. To bring about this development two things, according to Dr. Miller, are necessary—interest and effort. Interest and effort bear upon self-expression, and the object of education is to have "a greater self to express." The development of the child, therefore, may be broadly spoken of as "self-realization, using the term to include the complete adjustment of the individual to life in all its aspects." This definition may be accepted, if all the aspects of life are clearly defined and included. Dr. Miller emphatically repudiates the idea that the human ideal of development is purely biological. He insists that it is ethical, social and religious. That is comprehensive enough and would serve a good purpose if all educators who read Dr. Miller's book would subscribe to this ideal, and if those who do would have clear and correct ideas about man's ethical, social and religious obligations. Accepting this twofold aspect of education as a starting point, Dr. Miller goes on to analyze two characteristics which he claims to be manifest in the child and which have a bearing upon education. These two characteristics are suggestibility and phantasy. Both must be dealt with. Both must be recognized and trained, rightly directed, checked or changed, as the need may be.

The two chapters on the emotional development of the boy and of the girl deserve careful reading. There is much in them that will help the parent and the teacher to understand the growing boy and girl and to meet their peculiar difficulties with intelligence and sympathy. The chapters on THE UNCONSCIOUS MOTIVE and MENTAL MECHANISM are to be taken as theory to a large extent and to be followed prac-

tically with much reservation, until investigation has given us undeniable facts. We cannot agree with the chapter on Dream Symbolism. We still maintain that the whole field of dream interpretation is very theoretic, on the part of some authors exceedingly arbitrary and altogether lacking in undisputed objective data.

This review of Dr. Miller's book may not be the enthusiastic approval others have given it. We are willing to give credit for what is good, but we are just as frank in warning against that which is misleading. We are still too much in the early stages of investigation of certain mental phenomena, such as the unconscious, to be in a position to say anything that is more than theoretic and tentative about them. That does not mean that we are out of sympathy with exact scientific investigation. Rather we are in full accord with proper investigation, knowing that these may lead to valuable results in the long run. But we believe strongly in scientific reserve when conclusions are not yet proved.

One word more of comment. Speaking of Educational Methods, Dr. Miller writes (p. 213): "The child cannot be taught self-realization, he can only reach the goal through achievement." This thought, rightly understood, is of great value inasmuch as it is at the very root of genuine education, namely, the training of the child's capabilities for actual life and accomplishment. Rightly understood, it will act counter to that undesirable passivity, so often encountered among the young, of doing as little as possible and drifting listlessly with the current. Rightly understood it calls for serious endeavor and makes severe demands on attentive effort and self-mastery. However, Dr. Miller fittingly adds (p. 224): "There is also the danger of exaggerating the importance of individual achievement at the expense of developing loyalty and cooperation." This is very important. In many respects our age is individualistic despite apparent cooperation. Too much individualism means selfishness, which disregards the duties we owe to others and the efforts all must make as social beings to affect the common well-being.

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(Continued on Page 143)

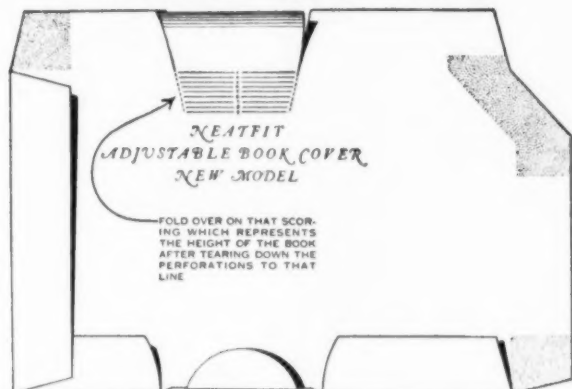
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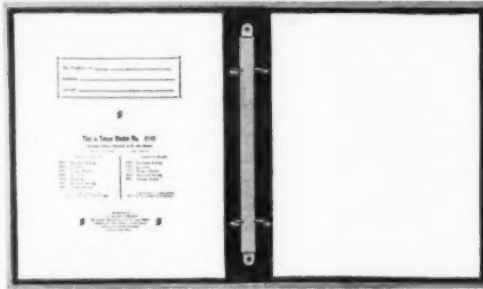
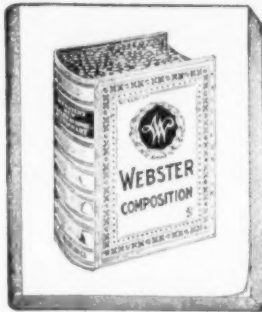
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J. C. BLAIR COMPANY

For Forty-Four Years, Stationers to the
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HUNTINGDON - - - PENNSYLVANIA

(Continued from Page 140)

These four speed and accuracy tests are so arranged that they will make possible accurate judgment of a student's progress. Complete materials for scoring are provided.

Textiles and Sewing Materials

By Mary Brooks Picken. Cloth, 267 pages, illustrated. Published by the Woman's Institute of Domestic Arts and Sciences, Scranton, Pa.

This is the first volume of a series of reference books on dressmaking. It contains comprehensive information on the history, manufacture, and use of the various materials, textiles and findings used in ordinary dressmaking and home sewing. Not the least valuable section of the book is an alphabetically arranged series of definitions of words and expressions used in textile work, dressmaking, etc.

New Year's Greetings

By James Parton Haney. 38 pages. Cloth bound. Published by the School Art League, New York City.

This is a souvenir volume issued as a memorial to the late Dr. James Parton Haney who died March 3, 1923. It contains tributes by leaders in the art education world and comments by editors on the life and service of Haney as a leader and as a man. The poem on the meaning of a New Year's day was written by Dr. Haney in 1910. It is written in the light of art and its influence upon mankind.

Keystones of Thought

By Austin O'Malley. Cloth bound, 192 pages. Published by The Devin-Adair Company, New York City.

This book which first appeared in 1914 and has now entered upon the fifth edition constitutes a collection of gems of thought. The author has a philosophic mind which expresses the great truths in new and attractive form.

Who's Who in South Dakota

By O. W. Coursey. Cloth bound, 438 pages. Published by Educator Supply Co., Mitchell, South Dakota.

This book deals with the life's story of some forty odd good people who constitute the backbone of South Dakota. The biographer does not squeeze his subjects into the nutshell paragraphs of the usual who's who volume. He takes enough time and space to tell his stories in an interesting fashion, bringing out the human ele-

ment side of a career and the worth while things that characterize the lives he describes.

Supervised Study Speller

By Willard F. Tidyman. Cloth, 132 pages. Price \$0.52. Published by World Book Co., Yonkers-on-Hudson, N. Y.

This book represents another step towards a more perfect speller. The author has made a scientific study of the subject bringing to his service exhaustive investigation and the judgment and experience of many minds. At the same time he has taken note of the words employed by children in voluntary compositions.

The book is provided with ample directions for the teacher, how to teach the subject most effectively and how to deal with review work and tests.

First White Woman in the Black Hills

By Mrs. Annie D. Tallent. Cloth, 181 pages, illustrated. Published by the Educator Supply Co., Mitchell, S. D.

The writer of this book not only tells her own story, but affords a view of the earlier history of the Black Hills country. She tells of the Custer expedition, the crossing of the Bad Lands, the passing of the Dakotas, etc., etc. It is an interesting contribution to the story of the West.

Track and Field Athletics

By Albert B. Wegener. Cloth, 149 pages, illustrated. Price, \$2. Published by A. S. Barnes Co., New York.

This book is a decidedly valuable addition to the high school library. It is a simple, yet complete, exposition of the technique, rules, and equipment for the various athletics in which high schools and colleges engage. In addition, there is complete information on the administration of athletics and the management of field meets, etc. The treatment of the work is a welcome relief from the usual descriptive books issued by manufacturers of athletic goods. It is written in the language of an educator and reflects a thorough grasp the problems of the athletic coach, of the physical director, and of the general teacher in charge of such work.

The Life of Pasteur

By Rene Vallery-Radot. Cloth, 484 pages. Published by Doubleday, Page & Co., Garden City, N. Y.

One of a series of books on science which the American Chemical Society has presented to secondary schools and libraries.

A Teachers' Manual.

By A. E. Parkins. Paper, 55 pages. Published by The Macmillan Company, New York.

This book is intended to accompany McMurry & Parkins geographies. It offers a great deal of supplementary material to aid the teacher in organizing her work and in vitalizing it. The appendix contains the last statistics in agricultural, industrial, and economic facts of the United States and the other countries of the world.

Stories of the Emerald Isle.

By Andra Soule Wavle and Jeremiah Edmund Burke. Cloth bound, 190 pages. Published by D. C. Heath & Co., Boston.

Ireland has always had a charm all its own. Its story is told again and again, its songs are never forgotten. This book tells many stories, probably the best, and provides many songs, probably the sweetest. The historic events of Ireland are dealt with, and deeds of heroism are attractively told.

Chemistry in Everyday Life.

By Charles G. Cook. Cloth, 454 pages, illustrated. Published by D. Appleton & Company, New York.

This book is intended for use in high schools. The author aims to familiarize the student with the chemical processes of things that he comes into more frequent contact with in his daily life. He does not touch the theory of chemistry until he reaches the concluding chapters. About fifty pages of the book are devoted to a laboratory manual.

The book is provided with an illuminating introduction after which the beginning chapters deal with oxygen, hydrogen, water, acids, salts, atoms, air, carbons and fuels, flames and burners, fertilizers, foods, poisons, etc., etc. The work is liberally illustrated, including demonstrations in modern manufacturing plants.

Secretary's Annual Report for the year ending June 30, 1923, Tacoma, Wash. The pamphlet contains information on receipts and disbursements, on the financial condition of the district,

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that you cannot afford to neglect the security of pupils and property. With a Schick, you will always have a fire-proof vault for your waste paper. Thus, you not only eliminate the fire hazard which lingers in loose waste, but you convert this waste into a profitable commodity by baling it. A Schick, therefore, will pay for itself within a year in the average school. Being of steel construction, the Schick is indestructible and will last a lifetime. Simple to operate, takes little room and will not get out of order.

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and other information relating to the operation of the schools for the year. The total receipts for the year were \$1,595,686 and the disbursements were \$1,504,096. The cash balance on July 1, 1922 was \$212,118, and on June 30, 1923, \$303,708.

Economics of the Family

By C. W. Taber and Ruth A. Wardall. Cloth, 224 pages. Price \$1.40. Published by J. B. Lippincott Co., Philadelphia, Chicago.

It is gratifying to note a book of this character at a time when it is believed that the home is losing some of its old-time stability and efficiency as such. It deals with business methods in household management, family income, paying bills, etc. The author, too, discusses principles and practices in household accounting, including family budgets, food, clothing, shelter and operating expenses. The family and the bank and the matter of saving also receive consideration.

Quantitative Analysis

Stephen Popoff. Cloth, 12 mo., XIII and 342 pages. P. Blakiston's Son & Co., Philadelphia, Pa.

This book presents the theory of quantitative analysis together with a series of problems which will carry the student along to a mastery of the theory. Quite valuable are the complete laboratory directions and the explanations of the mathematical calculations of the problems. Throughout the book the law of mass action and the theory of equilibrium to quantitative analysis are emphasized. The book is fully abreast of the latest advances in the application of the science.

PUBLICATIONS

The Present Status of Written Examinations and Suggestions for Their Improvement. By Walter S. Monroe, assisted by Lloyd B. Souders. Price, fifty cents. Published by the University of Illinois, Urbana. The bulletin reports the results of three extensive investigations relating to written examinations. The investigations were made by Mr. Souders under the direction of the Bureau of Research of the University. The preparation of the report is the work of the Director of the Bureau.

The Training Department of the Lakeside Press. The shop school whose name forms the caption of this paragraph has stood for fifteen years and more as a model in the printing trade, and has inspired similar efforts in other industries. Its supervisor, Mr. E. E. Sheldon, has been one of the men of vision in industrial education. The present historical and descriptive sketch of the school is frankly addressed to possible applicants for apprenticeship, but it is of value to anyone who would study its achievements, aims and progress. Incidentally, the book is a model of design, illustration, typography, and binding.

TEACHERS' SALARIES

—Greensburg, Pa. The school board has adopted a new salary schedule for the year 1924-25. Under the schedule, elementary teachers will be given a minimum of \$1,200 a year, with annual increases of \$100 for a maximum of four years. Teachers of the first primary grade and seventh and eighth grades will receive \$50 a year in addition to the salary received under the schedule. High school teachers will receive a minimum of \$1,600 a year, with annual increases of \$100 for a maximum of four years.

Supervisors on full time will receive \$1,600 a year, with annual increases of \$100 for four years.

Grade principals will receive \$200 a year more than the schedule. Grammar school principals will receive \$300 a year more than the schedule. High school principals will receive a salary of \$3,600 a year, with annual increases of \$100 for four years.

—New York, N. Y. Further adjustments of the salary schedules of members of the supervising and teaching staff are proposed by the board in connection with the revision of the by-laws. Under the proposed amendments, the salaries of the district superintendent attached to the superintendent's office, the vocational school principals, the special teachers of drawing, music, physical training and sewing, and substitute teachers in junior high schools and girls' vocational schools will be increased.

—Superintendent Lyman C. Hunt of the Burlington, Vermont, schools holds that the

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The school waste basket stands for something more than a mere "catch-all."

It is a symbol of neatness, a constant reminder of orderliness and system, an example of dependable sturdiness and character.

A wobbly, broken down scrap basket is an eyesore and a real detriment to class morale.

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District Offices:

BOSTON, NEW YORK, PHILADELPHIA, PITTSBURGH, CLEVELAND, CHICAGO, DETROIT, BALTIMORE, ROCHESTER, SAN FRANCISCO, BIRMINGHAM, DENVER, TORONTO, GREENVILLE, ST. LOUIS.

VUL-COT
GUARANTEED 5 YEARS

salaries paid to teachers in that city are below those paid in other Vermont cities. The maximum salary paid elementary teachers is \$1,150; junior high, \$1,400; senior high, \$1,500.

AMONG SUPERINTENDENTS.

—Upon the unanimous reelection of William M. Davidson as superintendent of schools by the board of education of Pittsburgh, Pa., the Gazette-Times remarks editorially: "Dr. Davidson has fully demonstrated the possession of natural and acquired qualities of head and heart essential for the position which he has filled with such distinction. He is an educator of national repute. He also possesses the happy temperament that aids wonderfully in smoothing out the rough places encountered by every executive in the exercise of his duties. He is the antithesis of the stern schoolmaster of the old days described in fiction and personally known to some of our fathers."

—C. E. Beach, superintendent of King County, residing at Enumclau, is a candidate for the state superintendency of Washington running against Mrs. J. C. Preston, the present incumbent and who has filled the office for twelve years. In announcing his candidacy, Mr. Beach arraigns the administration of Mrs. Preston, holding that the state has not progressed educationally. Mrs. Preston makes a vigorous reply by demonstrating that the state has made substantial progress as proven by the Russell Sage Foundation study.

—George E. McCord, of Springfield, O., has resigned as superintendent, thus bringing to a climax a storm which has circled about the superintendent for several months. Mr. McCord was elected to the position in 1917 and his resignation became effective in December.

—The school board at Shelbyville, Ky., has accepted the resignation of Supt. Mark Godman. Mr. Godman has accepted the office of state supervisor of high schools under State Supt. McHenry Rhoads.

—The school board of Secaucus, New Jersey, has refused to accept the resignation of Miss Helen Clark, a teacher, who last month was placed on probation after a hearing on charges of smoking and acting like a flapper.

WHAT IF YOUR SCHOOL ? *BURNED* ? TOMORROW ?

*Scores Burned
and Crushed
in Fire Panic*

EXTRA

The injured told a story of raging flames and a mad rush for a narrow stairway, in which many were crushed to death, the report said.

Your school is never safe unless you have means of escape that will allow the children a safe and quick exit. Are your schools equipped with safe fire escapes? Not the kind that are a menace to safety in so far as being ice covered or steep or shaky. Only able bodied persons can use the ordinary fire escapes, IF fire and smoke from the lower windows has not reached it.

No upkeep or repairs are necessary due to the lasting and high grade materials used in the construction of the Potter Tubular Escape. In appearance the Potter Tubular Fire Escape is more attractive than the old iron escape.

The Potter escape is the only escape entered directly from the room. The cost completely installed is less than any sliding type fire escape on the market.

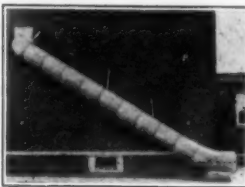
Write for literature describing this Fire Escape and also list of installations in your state.

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POTTER
TUBULAR FIRE ESCAPE



IS POSITIVELY SAFE.

Always ready for use without interference from ice, water, smoke, fire, or becoming clogged.

Use the
Norton
Liquid
Door Closer
with
Hold-Open
Arms
and do away
with door stop
on bottom
of door.



WHY Is The NORTON Closer With Hold- Open Arms the Best Suit- ed for Schoolhouse Work?

1st. The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds, the speed at the latch can be set for

absolute quiet—no latch necessary.

3rd. The Hold-Open Device connected with the arm of the Door Closer is automatic, a child can operate it—just a push or pull on the door is all there is to do it. Does away with door stop, hook or strap to hold the door open.

Every school-room should have one.

Service:—We have expert service-men on call, free of charge.

Price:—The price is right.

Send for a representative.

THE NORTON DOOR CLOSER CO.

2900-2918 N. Western Avenue,
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CIRCLE A SCHOOLS can be erected within five to fifteen days after delivery. They are substantial in construction, well insulated against heat and cold, well lighted, comfortable and attractive.

They meet housing emergencies and give to the school a flexibility and elasticity and a much-needed latitude in planning for future needs.

They thus solve one of the most difficult problems of school authorities -- that of knowing how, when and how extensively to build.

Write us for NEW catalogue of Circle A Schools. This latest edition gives full description of many exclusive construction features, with illustrations, plans, etc.

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Made by the Makers of Circle A Portable Bleachers



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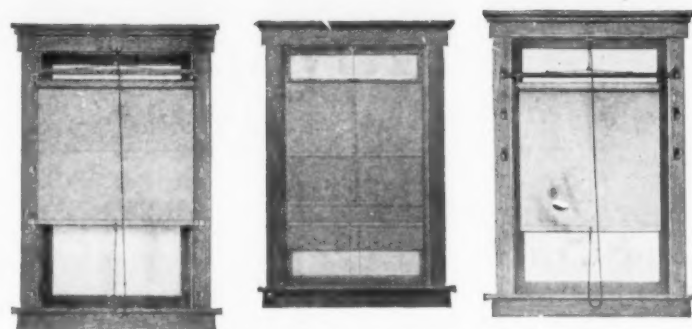
An Essential Feature of
School Hygiene

WILSON Rolling Front Wardrobes save space and construction cost, eliminating the need of cloakrooms. They provide ample room for pupils' clothing as well as being thoroughly ventilated. The fronts roll upward, out of sight and out of the way. Additional blackboard surface may be provided, if required.

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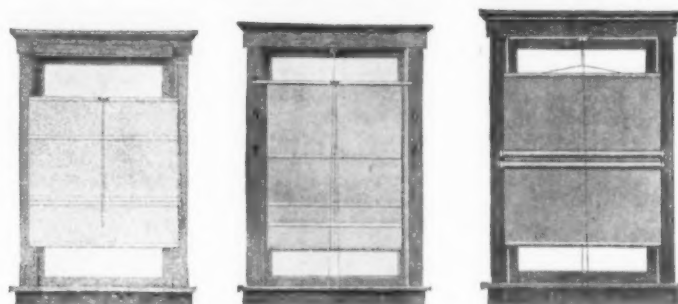
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"Oldest Manufacturers of Duck Shades
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OLIVER C. STEELE MFG. CO.
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**Eliminate the Glaring Sunlight and Improve
the Ventilation in Your Classroom.**

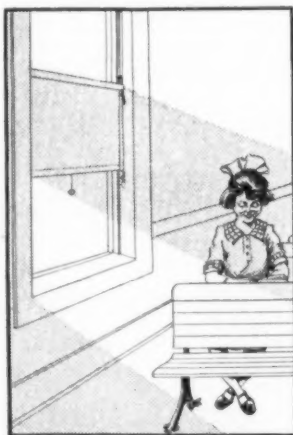
BASSETT WINDOW SHADE ADJUSTERS

Easy to Install - - Simple to Operate

Designed along practical lines to give more light with less glare,
improve ventilation and increase the life of your present shades.



The ordinary window shade
without Shade Adjusters



The ordinary window shade with
Bassett Window Shade Adjusters

Consider the lighting conditions brought out by these pictures. Which is typical of your classroom? Note the child on the left is straining her eyes, while the other is studying in comfort. Should you not call the attention of your Superintendent and Principal to these conditions?

Bassett Shade Adjusters are now used by the U. S. Government, public schools, office buildings and the National Educational Association.

If your local dealer cannot supply you, send us his name and address; and write us NOW for complete information, giving number and size of your windows, also nature of window frames and trim (wood, sheet metal or steel).

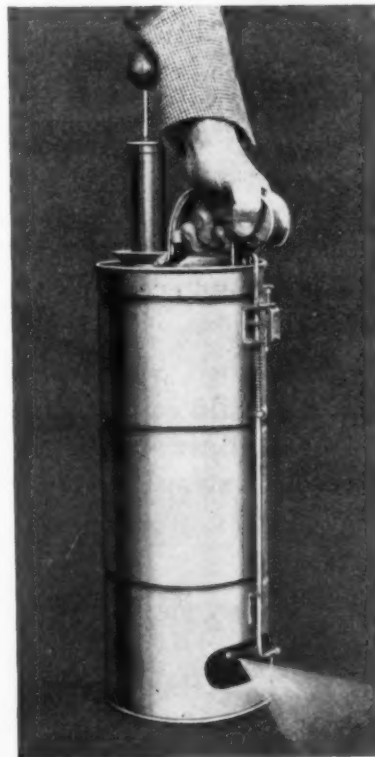
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BASSETT WINDOW EQUIPMENT COMPANY
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MODERN
METHODS**

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**SCHOOL
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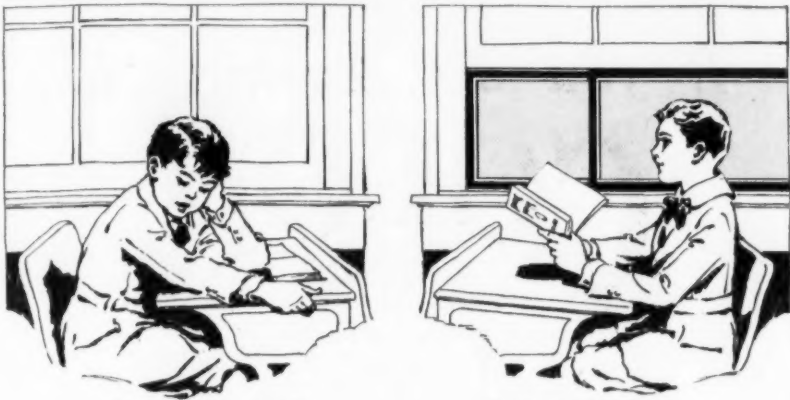


Myco Pneumatic Floor Oiler is the result of years of careful study for a satisfactory sprayer. This oil sprayer with Myco Oil is a most economical way of oiling School Room floors. It is simple to operate. The Myco oil is put in the tank, pressure is pumped up and the sprayer sprays an even, light layer of oil on the floor. Floors will not become greasy or dirty and the dust will be settled as well as the wood preserved.

Write for Catalog and Prices.

MASURY-YOUNG COMPANY
76 ROLAND STREET BOSTON, MASS.

Established in 1857.



Bad air makes pupils sluggish and restless.

Fresh air keeps them bright and ambitious.

School Windows Should Never be Closed!

Pupils in well ventilated schoolrooms invariably make a better average showing in health, deportment and scholarship than children who are obliged to breathe stale air over and over.

The DIAMOND "E"

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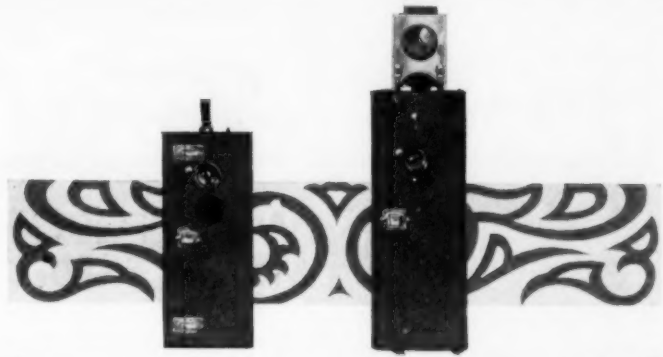
Fresh Air Window Ventilator

lets in an abundance of pure, sweet air, and shuts out all draft, dirt, rain, snow, dust, smoke and soot. Protects curtains and furnishings. The DIAMOND "E" Window Ventilator has an all metal frame of great durability, handsomely finished in black enamel, and linen-colored cloth of finest quality. Will not rust, corrode, stick, break, split, warp or fall apart. Made in two easily sliding parts—quickly adjusted.

A school, with 50 windows of various sizes, can be equipped with DIAMOND "E" Fresh Air Window Ventilators for less than \$50.00.

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Your motion picture needs filled—

Here they are—the famous DeVry Portable and the new DeVry Super Model—a battery of projectors that will fill every motion picture need.

For short throws up to eighty feet, where portability is a big asset, the little DeVry will continue to serve the school field as it has in the past.

But to augment it in those instances where a machine is to be used in an auditorium and both "still" pictures and motion pictures are to be shown, the Super DeVry will prove just the projector the school has been waiting for.

You should learn more about both models of the DeVry. Check the coupon below for the one in which you are interested and we will gladly send you complete information.

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Gentlemen:
Please send me without obligation complete information on () The DeVry Portable Projector.
() The new Super DeVry.

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THE GREYBULL, WYOMING, SCHOOL POLICY

"Our idea is to keep the mechanical down and the spiritual up," says Clayton M. Negus, superintendent of the Greybull, Wyoming, schools. His administrative policy embodies the following:

1. The creation of a favorable atmosphere for personal growth through acknowledging submission only to ideals of service, and consistently giving expression to these in a sincerely generous attitude toward the personal problems of teachers and pupils as well as toward the larger problems of the school system.
 2. The selection of the best teachers available to fill vacancies. This is possible because elections of teachers are unhampered by local restrictions.
 3. The direction of the work of instruction through a corps of supervisors, who shall always give first consideration to the teachers, to the end that supervision may be adaptable and constructive; suggestive and stimulating; helpful and sympathetic, but never onerous or depressing.
 4. The limitation of the number of pupils per teacher to a group of efficient size and classification.
 5. The development of courses of study based upon factual material that will function and be organized so as to afford opportunities for the children to live pleasantly day by day, to work in harmony, and through a large measure of self-activity to develop naturally greater thoughtfulness.
 6. The discovery of exceptional children of all kinds. The segregation of all those suffering from a physical or mental handicap, and the special encouragement of the exceptionally gifted by means of extra promotions.
- "Much has been said about the Winnetka schools," said Mr. Negus. "We have the same plan in operation. We maintain a research department, the group system of teaching and departmental work in all grades above the second. Every teacher is teaching her children a special subject and not teaching a special subject to her children. There is, as you know, a vast difference."
- Greybull is an oil refinery and railroad town of 4,500 population.

ADMINISTRATION NOTES

—Wilmington, Del. Regulations tending to promote higher standards of conduct and scholarship among high school students have been outlined by the principal of the high school. The rules prohibit cigaret and pipe smoking by boy pupils and the holding of public dances.

—The school board at Concordia, Kans., has approved a ruling of the high school faculty that students must make passing grades in every subject before being allowed to take part in outside activities. The change makes it possible to keep a check on each student and to offer help where needed.

—A school census of the state of Delaware was begun in February, under the direction of the visiting teachers of each county.

—Attempts of the Iowa code commissioners to tighten the requirements for compulsory education have been defeated in the legislature. The ages for compulsory education remain at 7 to 14 years instead of 7 to 16 as suggested by the code commissioners' bill. The effort to lengthen the term of attendance from 24 to 32 weeks was also defeated.

—Theodore Fulton, principal of the Jefferson high school, Los Angeles, California, in a defense of the all-year school urges: 1. Certain pupils make up failures. 2. Ambitious pupils obtain advance credits. 3. Pupils are profitably employed and kept from idleness and the streets during these summer school sessions. While he holds that the plan represents better business administration as applied to school affairs, its acceptance depends upon climatic conditions and the desire and need in sections of a city for the summer school.

—Milwaukee, Wis. The cost of educating children in the Milwaukee schools ranges from \$379 a pupil in the school for the deaf to \$6 in the sewing school centers. In the grade school, the average cost of education is \$66.23 and in the high school it is \$132.73.

In the Boys' Technical High School, the cost is \$173, with the cost in day classes \$172, and in night classes \$28. The cost of educating a pupil in the Girls' Trade School is \$138.

At present there are 76 schools with 1,668 rooms, employing 1,864 teachers and having an average of 65,146 students.

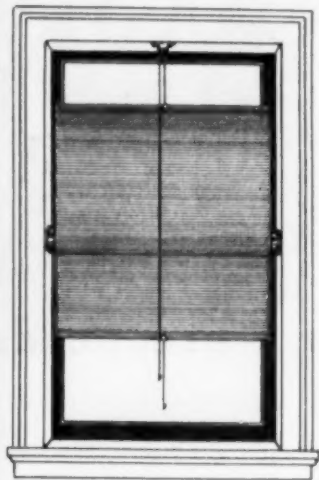
—Despite a plea for economy made by Mr. John S. Hall, the school board of Detroit has refused to reduce its budget calling for an expenditure of \$2,263 more than last year. The budget calls for \$16,026,000 for maintenance and \$4,896,000 for new buildings. Schools absolutely needed this year will cost \$2,500,000 and the amount needed will be put on the tax roll. The bonding limit has almost been reached and the bond issues already have been overdrawn to the amount of \$4,500,000.

—One new building to be built each year for a period of years, will be necessary to catch up in the demand for school facilities at Muskegon, Mich., according to estimates of the school officials. Crowded conditions have resulted from the rapid growth in population, so that regardless of costs, the school board feels that it can delay building activities no longer.

—The legislative committee of the Montana Teachers' Association has prepared a bill to be presented to the legislature, providing for the issuance of refunding bonds covering losses sustained through the diversion of funds to the general state fund. The purpose of the bill is to increase the revenue for education by a restoration of common school permanent and income funds which have been diverted into the general fund, and by money derived from the state inheritance tax.

—The finance committee of the board of Philadelphia, Pa., has approved the floating of a loan for \$5,000,000, the bonds to bear four and one-half per cent interest and to cover a period of ten years. The bond issue is to be finally approved by the whole board.

—A bill has been introduced in the Massachusetts legislature providing for the schoolhouse building committee in the city of Quincy. The commission is to serve without pay, and is to consist of the mayor, a member of the city council, and three citizens; two of whom must be members of the school board. Under the provisions of the bill, the commission is to select and purchase land for school purposes, determine and approve plans for buildings to be erected, order, plan and supervise the erection of buildings and additions, and is to have exclusive authority to execute all contracts connected with school building construction.



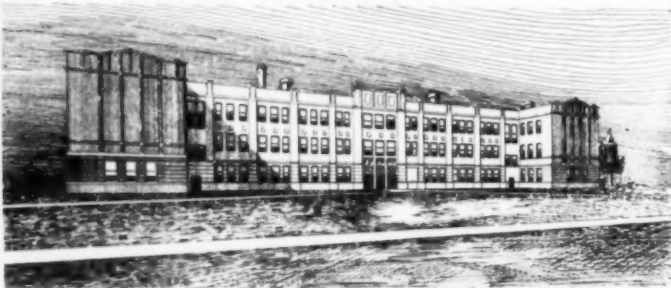
Forse WEAR-PROOF WINDOW SHADES

Made of soft-finish fabric, dyed sun-fast tan. Beautiful shades of the highest quality to harmonize with modern furnishings and equipment.

AIR and LIGHT CONTROL—EASY ADJUSTMENT

Forse Wear Proof Shades are made in ten different styles, folding and roller, with and without adjustable features. Guaranteed to give satisfaction and long service. Distributed by leading supply houses. Send for catalog.

FORSE Manufacturing Co., 600 W. 14th St., Anderson, Ind.



BENTON HARBOR HIGH SCHOOL. FORSE EQUIPPED.

—Houston, Tex. A survey of the school system with a view of presenting a bond issue of from \$1,000,000 to \$3,000,000 at the school election in April, has been ordered by the board. Among the new buildings proposed within the year will be the first unit of the Norhill high school and the unit of the Hyde Park school.

—Chicago, Ill. The board of education plans to save at least ten per cent on previous costs by its methods of expending the annual \$20,000,000 on new school buildings provided in the program for the next three to four years.

—A recent study of school costs at Oneida, N. Y., shows that it costs \$99.77 to educate a grade school pupil and \$108.91 for a high school student. An analysis of the cost of education shows that 67 cents out of every dollar for the support of schools goes for the instructional expenses including teachers' salaries and supplies; ten cents goes for the operation of the plant including heat, light and janitor service; four cents goes for the maintenance of the plant including repairs; six cents goes for debt service; four cents goes for fixed charges; four cents goes for general control items; three cents goes for auxiliary agencies and two cents for new equipment.

The report brings out the fact that the cost of education in New York State cities has increased nearly three times as much as has the increase in the cost of city government in the last five years. Another fact brought out was that the teachers' salaries are not so much responsible for the high per cent of the increase in the cost of education. There has been an increase in the number of teachers in day schools and an increase in the day school attendance.

—A recent report compiled by the New York State Bureau of Municipal Information on the cost of education in second and third class cities, shows that the current expenses of these city schools plus interest charges, has increased 127 per cent in the last five years, while the current expenses of city government have increased 46 per cent.

The report indicates by means of graphic charts, the proportion of each dollar for operation and maintenance cost expended for each governmental function. In second class cities education consumed 27 cents of each dollar in 1918, and 35 cents in 1922, in third class cities, 32 cents in 1918 and 39 cents in 1922; in all

municipalities, excluding first class cities, fifteen cents in 1918 and twenty cents in 1922.

The total percentage of increase of 1920 over 1910 for all purposes was 62.8; for education, 96.8; for streets and highways, 67.3; for protection of person and property, 79.4; for charities and corrections, 195.4; for general government, 76.7; for health and sanitation, 137.9; for all other purposes, 91.5.

The cost of education in the state has increased greatly since 1910. In 1910 there were spent for current expenses in the state a total of \$47,521,058, and in 1922, \$159,195,578. During this period the number of teachers increased from 44,000 to 57,000 and the average daily attendance increased from 1,118,000 to 1,518,000. In estimating the cost of education it was emphasized that any estimate should take into account the fluctuating buying power of the dollar and the constant growth of the schools.

—At North Tonawanda, N. Y., a \$650,000 school bond issue was carried by a vote of 984 in favor, and 209 against it. The board of education, consisting of Walter H. Wendell, Mrs. Colletta Smith, Charles E. Hewitt and Samuel W. Brown, addressed a four-page statement to the public in which the program for more school housing was clearly stated. Delmar E. Batchelder is the superintendent of schools.

—Austin, Tex., carried its \$500,000 school bond issue by a vote of six to one. The school board went before the taxpayers with a complete statement of the school status as to grounds, buildings and immediate needs. The board, too, demonstrated that the money per child invested in school plants was higher in other Texas cities than in Austin, as follows: San Antonio, \$99; Waco, \$102; Dallas, \$130; Galveston, \$133; Wichita Falls, \$235; and Austin only \$52. The board of school trustees consists of George M. Dechend, E. A. Murchison, Mrs. F. W. Posey, Mrs. T. I. Minter, D. C. Reed, P. W. McFedden, and Ireland Graves. A. N. McCallum is the superintendent.

—The Pittsburgh, Pa., board of education has decided to construct a new teachers' training school. This means that the plan to merge the school with the University of Pittsburgh has been abandoned and that an independent institution will be maintained.

—Birmingham, Ala. The school board has estimated that it will need an expenditure of

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Department B

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\$4,771,200 to meet its present needs in school building construction. The required amount is to cover a period of five years and is to care for the present school situation.

—New York, N. Y. Plans for erecting the largest high school in the city have been begun with the recommendation that the board begin the erection of the DeWitt Clinton High School to accommodate 5,000 students. The building which is to be four stories in height, with two or three wings of the same height, is to occupy a site of two city blocks. The building will be used for boy students only and will provide for 96 classrooms, laboratories and shops, with a capacity of approximately 4,970.

—The school board at Owosso, Mich., has accepted two of the three new buildings recently completed.

—The department of buildings of the Philadelphia board of education has completed an investigation for discovering the most desirable structures in which to house the increasing number of children. The investigation covered such points as construction, costs and materials, and it was found that the most satisfactory and economical material was reinforced concrete.

The Philadelphia buildings are now erected without the use of bearing walls, the entire structure being one large frame formed of concrete, encased with brick curtain walls, and trimmed with stone. The use of concrete has made it possible to reduce the thickness of floor construction, which in itself has lowered the height of the building as much as 36 inches, with a reduction in cubical contents of the building and a lowering of the cost. It also makes possible the carrying of stairs of concrete up with the building, providing a means of travel from one floor to another during construction.

—The twelve largest cities of the country have spent \$286,133,000 for educational purposes other than libraries, during the past year, according to a recent study. New York City spent almost 38 per cent of the total in 1922. The average of the expenditures per capita increased from \$7.51 in 1917 to \$17.03 in 1922.

—The corner stone of the Girls' Commercial High School, of New York City, was laid on January 29th, with special exercises. The building which is to be completed in December, 1924, is to cost \$3,250,000.

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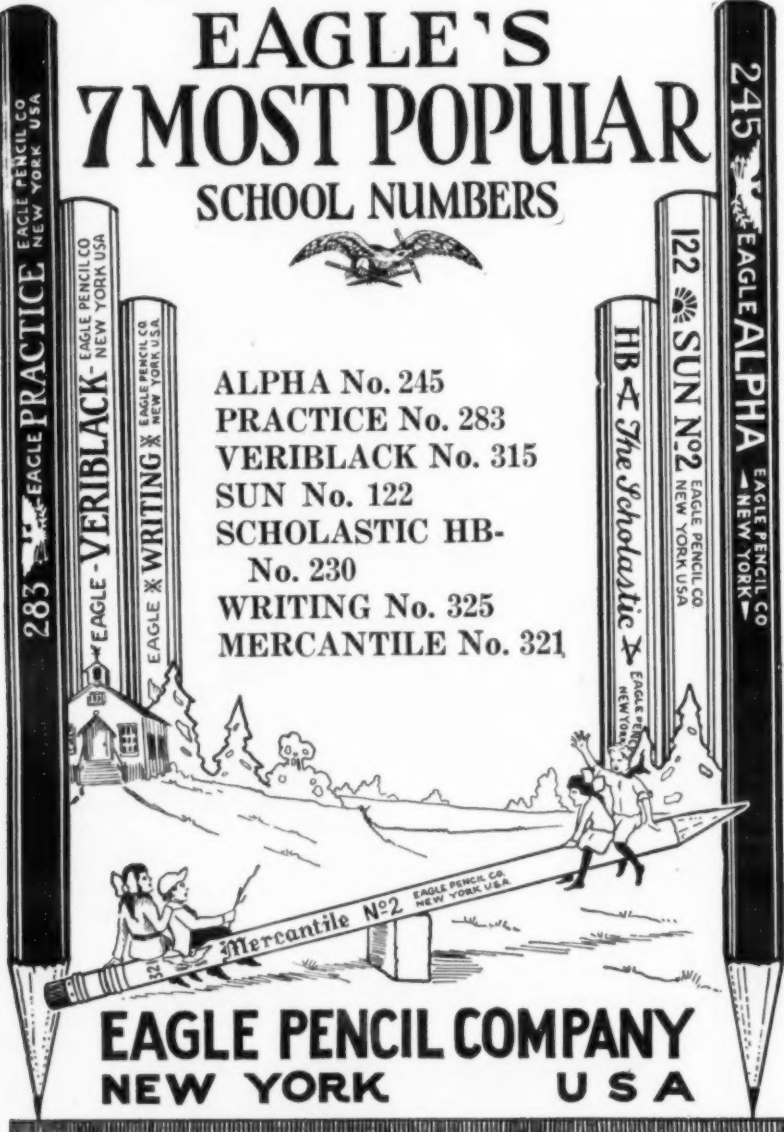
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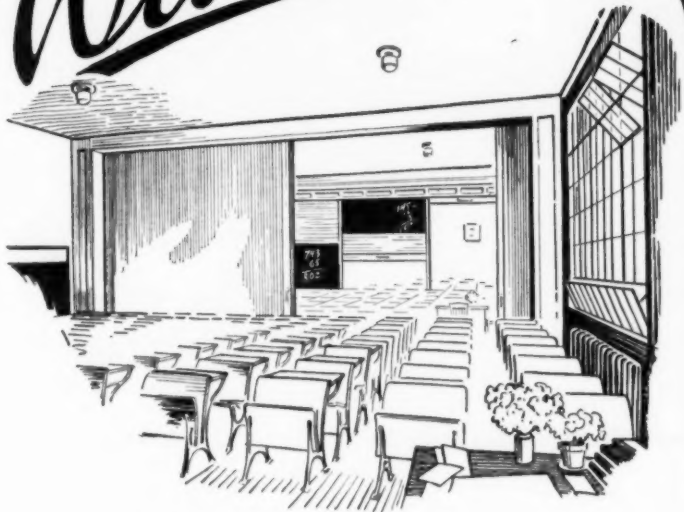


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PERSONAL NEWS OF SCHOOL OFFICIALS

NEWS OF SCHOOL OFFICIALS

—Mr. Robert Nixon, for fourteen years a member of the board at Summit, N. J., has announced his early retirement. Mr. John D. Morgan has been elected to succeed Mr. Nixon as chairman, and Mrs. Perry R. MacNeille has been made vice-chairman.

—At the annual reorganization meeting of the school board of Gloucester, N. J., Mr. William Bradway was unanimously reelected president. Mrs. Emily Deck was elected vice-president, and Mr. Charles Maier was elected secretary.

—Dr. John H. Moore has been elected president of the school board at Bridgeton, N. J. Dr. C. P. Lummis has been elected vice-president, and Mr. Geo. W. McCowan, secretary.

—Dr. F. L. Bogan has recently been elected chairman of the school board of Boston, Mass. Mr. Edward M. Sullivan of Dorchester, was welcomed as a new member of the board.

—Mr. August J. Tote succeeds Paul B. Habans, as secretary of the board at New Orleans, La. The business division of the board is under the direction of Supt. N. C. Bauer, and the work is divided among several different heads. Mr. H. B. Zeringue has charge of the accounting department, and Mr. R. B. Kroulidge of the supplies division.

—Samuel H. McIlroy was elected president of the New Jersey State Teachers' Association. Mr. McIlroy is the principal of the Madison Junior high school of Newark. Other officials elected were: First vice-president, Paul Y. Eckers of Neptune Township; second vice-president, Miss Josephine R. Klages, of Camden, reelected; treasurer, Miss S. Ida MacMahon, of Trenton; recording secretary, Miss Harriet Outwin, of Paterson; member of executive committee, Henry P. Miller, of Atlantic City. Charles B. Dyke of Millburn, secretary, continues in office, his term being for three years.

—Following the school election held last November in Brookfield Township, Pa., the prosecuting attorney ruled that Mrs. Rachel Davis, James Clark and A. Offensend were not legally elected to the school board because the ballot failed to specify the number to be chosen. The matter was adjusted through the resignation of an old board member in favor of Mrs. Davis, the first woman ever elected to school board honors in the township. The board elected Benjamin McMullen president.

—Dr. C. W. Sharples was elected president of the Seattle, Washington, board of education. The editor of the Seattle Times says that the choice "has the whole-hearted approval of the city. It is rarely that

a man of his character and ability is found who is willing to take on the burdens of public office."

—The members of the board of Highland Park, Mich., at the first meeting of the new year on January 2nd., paid a silent tribute of respect to the memory of the late Caleb S. Pitkin, secretary of that body. Mr. Pitkin, who had been a member of the board since 1913, had been for the last nine years secretary of that body. Mr. Fred K. McEldowney was elected secretary to succeed the late Mr. Pitkin.

—The new school board at Curwensville, Pa., organized with Dr. H. O. King as president. Henry P. Kirk was chosen vice-president and Warren H. Kephart was made secretary and Anthony Hile, treasurer. The other members of the board are Harry G. Gates and Harold V. Smith.

—The Meriden, Conn., board of education changed the name of the Meriden high school to the George Washington high school. Thereupon came loud protests from former students who for sentimental reasons did not want the change. The schools, formerly known by the streets on which they were located, have been named after renowned Americans, Israel Putnam, Robert Morris, etc., and the Columbia street school was changed to John Barry, "father of the United States navy." It happens that Jack Barry, famous ballplayer, was born in this locality and attended the school. Hence, there is some foundation for the story that has been spread that the school is really named for the ballplayer. The alumni petition points out that cherished memories are associated with the name of Meriden high school and a substitute name, no matter how patriotic, cannot improve on the old name.

—Upon advice of its legal counsel, the Chicago school board has been asked to pay \$4,000 in back salary to Fred W. Krenzel, former business manager of the board. Krenzel was dismissed following his indictment with the Thompson board and upon his acquittal, he began proceedings to compel his reinstatement and the payment of his salary for the time he was out of the employ of the board.

—Miss Eleanor Willard, clerk of the board of education at Hartford, Conn., has resigned after a service of five years. Miss Willard is succeeded by Miss Hazel Edmonds.

—Mr. O. R. Blanchard, formerly principal of the high school at Hillsdale, Mich., has been appointed superintendent of schools to succeed S. J. Gier.

—Supt. Wm. R. Hoover, of Marysville, O., has announced his retirement from school work, beginning July first.

—Mr. William E. Arter, for ten years superintendent of schools at Cambridge, O., has resigned, to become manager of a store.

—Mr. Oliver B. Clifton, of Coshocton, O., has resigned from the superintendency.

—Supt. C. C. Baker, of Grand Forks, Minn., has been reelected for his fifth term.

—Supt. Charles W. Cookson, of Ohio, has been chosen chairman of the advisory committee, appointed to study the proposed educational legislation for the Buckeye State. The other members of the committee are Supt. J. F. Dixon, Supt. E. C. Seale, Supt. J. L. Fortney, Supt. R. J. Condon, Supt. B. O. Skinner and Supt. F. J. Prout.

—Supt. Frank A. Jensen, of Rockford, Ill., has been reelected for the school year 1924-25. Mr. Jensen succeeded E. E. Lewis as head of the schools more than a year ago.

—Mr. Frank M. Morrell, principal of the Clinton School, and advisory superintendent of schools at Irvington, N. J., has been retired after a service of nearly 49 years in the schools.

—Mr. W. E. Walters, of Elroy, Wis., has been elected superintendent of schools at Prairie du Chien, to succeed W. G. Koepke, who goes to Milwaukee.

—Charles A. Grenthous, the new secretary of the Democratic National Committee, was at one time the state superintendent of public instruction of Indiana. He is a native of Indianapolis.

—Peter A. Mortenson, who has retired from the Chicago school superintendency, will go into the bond brokerage business.

—When Superintendent William McAndrew left New York City to take up his superintendency job in Chicago, he wrote President George J. Ryan, "we have lived together in peace, and you have not said an unkind word to me. This I believe, in these hectic times, to be a rare compliment.

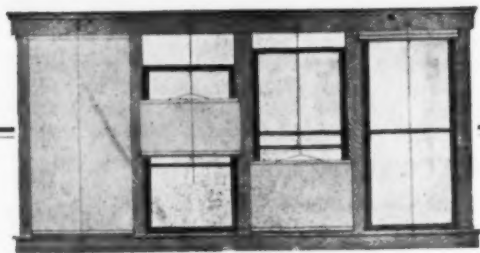
—Walter E. Ranger, commissioner of education of Rhode Island, has directed the compilation of the school laws of the state and the printing of them in book form.

—Mr. Charles E. Decker, superintendent of the Wethersfield Township High School, Kewaunee, Ill., has been made a member of the summer school faculty of the Illinois Normal University, Normal, Ill., for the 1924 season. Mr. Decker holds a degree given by the University of Wisconsin.

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The schools of the public are the creation of the public. The schools have been what the people demanded or permitted them to be; they will continue to be what the people demand or permit. Regardless of the demands of the people, it is the duty of every administrator of schools to inform the people of the work of the schools. Too often people are held under a misconception of the actual work of the schools. The superintendent very often wants his people to be ignorant of the actual work of the schools. He may be weak himself and for fear of being shown up, he keeps silent on all school questions. He may be afraid of his position and for that reason, is satisfied not to inform the public. He may be afraid that he may make enemies. But neither of these reasons are justifiable. The man who is weak, who is afraid of being "shown up," who fears he might make enemies, has no business as a public official, much less the head of schools.—Superintendent H. O. Dietrich, Norristown, Pa.

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STATE SOVEREIGNTY AND INDIVIDUAL RIGHTS.

(Concluded from Page 47)

(1) "Under the laws in force private investments have been made in private school buildings and enterprises, and a deprivation of use would suggest violation of the fourteenth amendment. This was the exact point raised in the recent language decisions before the Supreme court of the United States.

(2) "Laws of this type are in the nature of contracts between the state and the corporations that have erected schools under the statutes authorizing private school corporations. The contractual rights acquired suggest the constitutional inhibition of laws interfering with the operation of contracts, and the decision of the United States Supreme court in the Dartmouth College case.

(3) "Most of the private schools in Rhode Island have been chartered as private schools and for the exclusive purpose of private instruction. Here again the Dartmouth College case is suggested.

(4) "Most of the private schools have received gifts or bequests conditional upon use for private instruction. The laws require the administration of trust funds in accord with the purpose of the trust. The cy pres doctrine may not be invoked unless the trust clearly fails for the purpose for which it was created. The Dartmouth College decision covers the type of contract recognized in the administration of trusts.

(5) "By statute providing for tax exemption of school property, the state has encouraged investment in private school property, and appears to be bound to protect the rights implied and incident thereto."

In answer to the question "How far may the state regulate the content of private instruction?" Mr. Ranger submits the following: "It is clear from the decision of the United States Supreme court in the recent language cases that restriction by the exclusion of subject matter is unconstitutional, except as a valid exercise of police power. It would further appear to be true as a general constitutional principle that the right of religious liberty guaranteed by the Constitution would inhibit exclusion of instruction in religion by private schools."

The final question submitted is: "Has a state a theoretical sovereignty superior to the rights of the individual? Have the people of a state a right to law if the people of the state desire it?"

Here is what Mr. Ranger says: "The answer is 'no,' so long as America tries to be a republic, and so long as the principles of the Declaration of Independence and the Constitution of the United States endure. One of the fundamental conceptions of our constitutional system is the restriction of state sovereignty. Our American plan of government is unique in insistence upon the rights of minorities and individuals. The Constitution proclaims protection for the individual against the government itself. Americans should rally to the preservation of constitutional principles."

SCHOOL ADMINISTRATION

—The Virginia Commission on simplification and economy has recommended that school trustees be elected by the people and that the state board of education be appointed. State Superintendent Harris Hart has registered his opposition to the proposal.

—The Indiana state board of education will open bids for textbook contracts May 1. It is estimated that the contracts which cover a period of five years, will involve an ultimate expenditure of \$1,000,000.

—A Committee consisting of A. H. Bell, auditor of the Gary, Indiana, schools, Superintendent W. A. Wirt of Gary, Superintendent E. B. Wethrow, Laporte, and Superintendent E. N. Caenine of East Chicago, will promote a uniform system of school accounting for Indiana in order to permit intelligent comparisons.

—The Philadelphia board of public education has granted Superintendent E. C. Broome two more district superintendents, making ten in all. The board also authorized the organization of a demonstration school which is believed to be a decided advance for American cities. This school will be manned throughout by a picked corps of some of the best teachers in the city, who will be paid extra compensation for this service. The object of this school is to establish a demonstration center where teachers who need assistance in methods of teaching and school management, especially young teachers, may have an opportunity of seeing normal school work handled in the most approved

manner. This school will also afford an opportunity for trying out new projects before they are put into general use throughout the city.

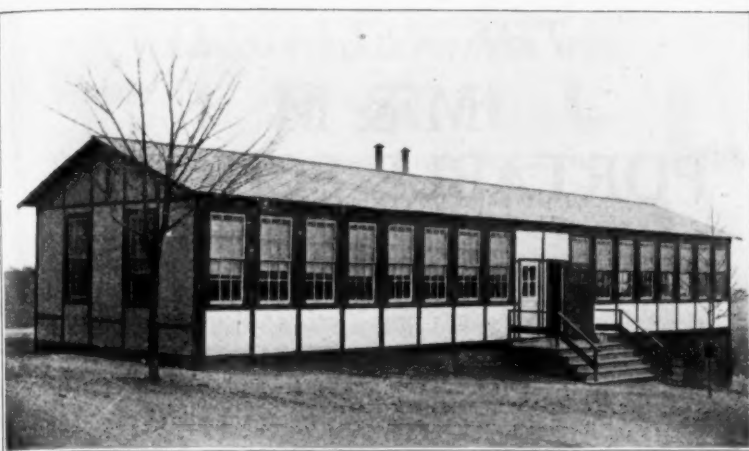
—A plan of promotion adopted at Eastwood, near Syracuse, N. Y., whereby the bright pupils are advanced as rapidly as consistent with their progress, is opposed by the parents. Earl A. Bence, president of the school board, states that that body supports the plan. "We appreciate the change was hard for some children," said Charles F. Todd, principal, "and perhaps they have worried more than they should, but for the great majority of the students the system has proved a decided benefit. The scholastic average of the school has been raised to a marked degree, and the students are taking an unprecedented interest in their work."

—"We of the high school in New York City find ourselves confronted by probably the most unique problem in the history of the world," said John L. Tildsley, district superintendent. "We have in these schools one hundred thousand boys and girls, of whom 60 to 70 per cent are of alien birth or of at least alien parentage and certainly of alien ideals, of alien heritage. Within a few years these youth are to be the dominating political power in our city. And they are to be the dominating power at a time when government is to play a larger part in the welfare of the citizen than ever before."

—Statistics indicate that out of every hundred pupils who enter the first grade in Tennessee, 34 eventually enter the high school, and twelve graduate from high school.

California which is more successful than any other state in getting its pupils through high school, reports that 60 out of every one hundred pupils in the first grade, are eventually graduated from the high school.

—At Erie, Pa., pupils about to enter the junior high schools from the elementary grades are given the Otis group intelligence test under the direction of the psychologist, Miss Hirt. The results are used in checking with school averages for promotion and for better classification. Unusual cases are given further tests to determine the best type of work to be undertaken. Under this plan it is believed that the information secured may be used advantageously in the recommendation of courses of study for which pupils seem to be best fitted.



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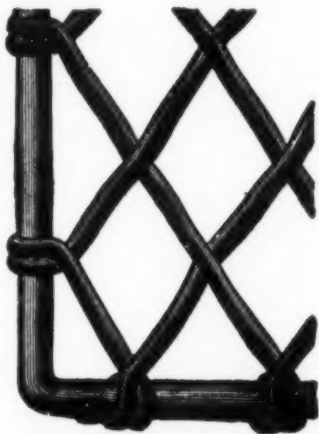
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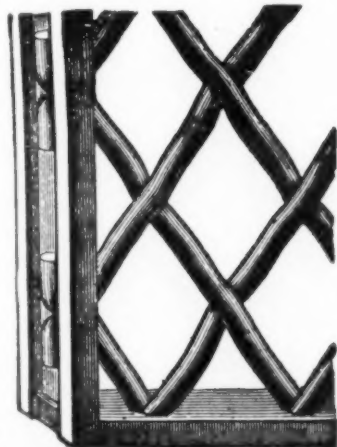


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BADGER WIRE WINDOW GUARDS are made to order in any size or shape to fit the window. The illustrations show the BADGER WIRE WINDOW GUARDS with Round and Channel frames. They are easily installed.

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The Jacobus is the only inkwell on the market built on pneumatic principles.

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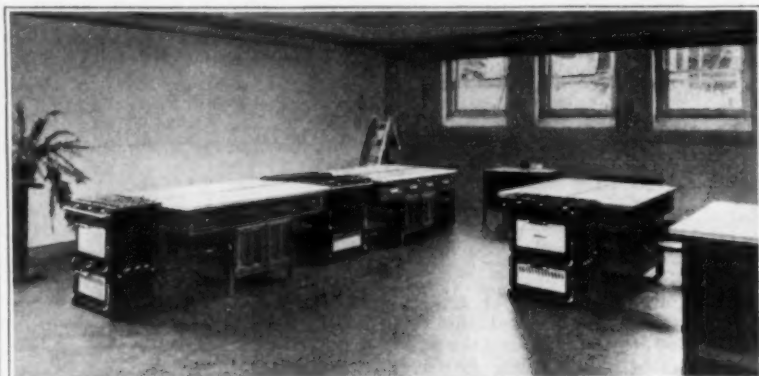
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AND MEET EVERY
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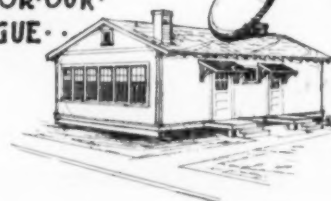
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The best of material used throughout in construction.
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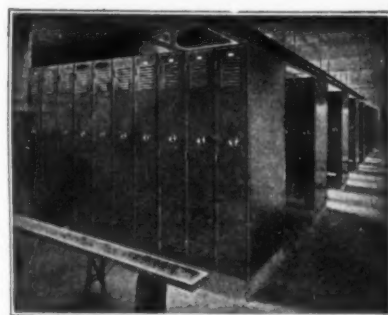
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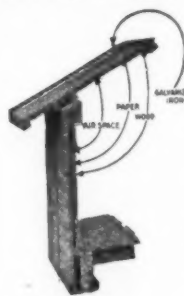
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Are Warm in Winter and Cool in Summer

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Write us full requirements and we will send details of cost of building completely erected.

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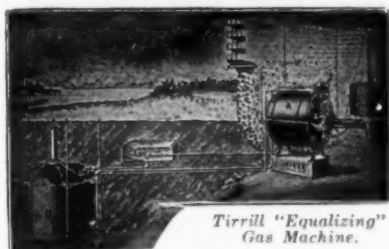
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In science classes where Tirrill Burners are used there is never any danger of spoiling an experiment—no matter how difficult it may be. Tirrill No. 2600, illustrated at the right, is one of the most popular bunsen burners used in school laboratories today. It is an all brass burner with simple adjusting parts. The flame from this burner is always constant, which insures the proper temperature at all times.

Thousands of teachers and students base their approval of Tirrill burners on actual experience. Our complete line also includes No. 2000 Blast Flame Heating Burner (Price \$3.00); No. 2800 Domestic Science Burner (Price \$3.50 with stand). Order by number and judge the quality of these products for yourself. All Tirrill appliances can be operated with either city or manufactured gas.



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Laboratory
Burner, No.
2600, price
\$1.25.



Tirrill "Equalizing"
Gas Machine.

Approved by the National Board of Fire Underwriters.

Make Your Own Gas

Where city gas is not available Tirrill gas, made by the TIRRILL "EQUALIZING" GAS MACHINE, is a most satisfactory substitute. Tirrill gas is guaranteed to do anything city gas will do and you always have an independent supply of gas on hand. Send us your requirements for free estimate without obligation. IT WILL PAY YOU TO INVESTIGATE THIS EQUIPMENT.

Your inquiry to the address below will be given
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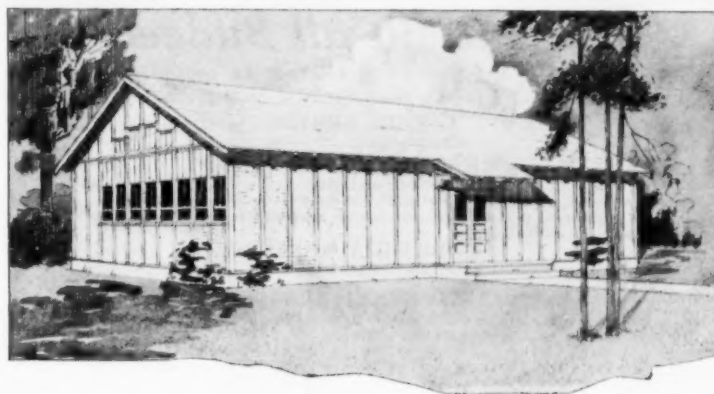
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Tirrill Burners only Genuine when stamped "Manufactured by the Tirrill Gas Machine Lighting Company." Beware of imitations.



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Publishers of Goode's School Atlas.

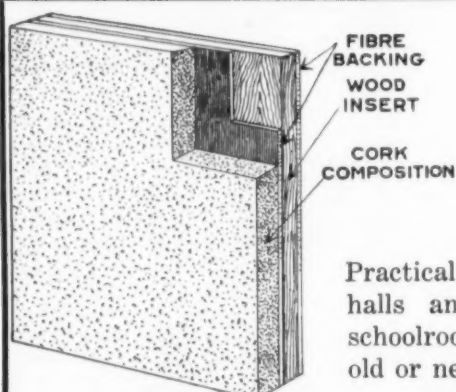
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We Manufacture All Sizes. Write for Sample.

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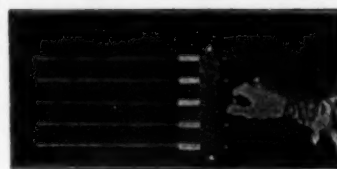
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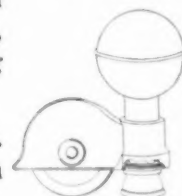
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Established 1855

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A Superior Agency for Superior People. We Register Only Reliable Candidates.
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If you are looking for a position, we can place you.

OUR MOTTO:

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Established 1885—Still under same active management. Best Schools and Colleges permanent clients. Best qualified men and women on our available list. Prompt service. Other Offices—New York, Denver, Spokane.

The "Master Special" Keyless Padlock

FOR SCHOOL AND GYM LOCKERS

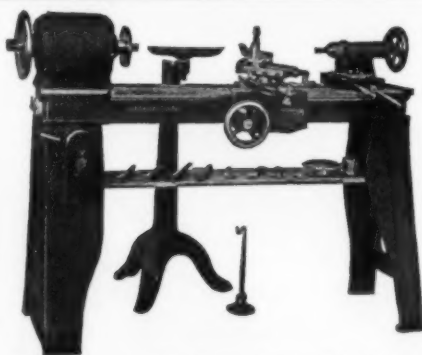


Cut about 2/3 actual size.

The most economical and efficient lock made. Operated on the "click system." (No dials, tumblers or visible numbers.) Simple in construction; built to give maximum service at lowest cost. Practically pays for itself in saving on key-replacements. GUARANTEED.

Installations ranging from 200 to more than 5000 now making good in schools. Sample and Special Proposition will be sent to School Superintendents or Principals, on request.

The J. B. Miller Keyless Lock Co.
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American Woodworking Machinery for Manual Training Work.

Every School Board should have our catalog on file.
Let us send you a copy.

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specializes in securing Christian teachers, officers and helpers for schools, colleges and universities—private, public and denominational—and in assisting trained, Christian teachers and other workers to larger fields of service. Write today for information to

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The rate for Classified Advertisements is 10 cents per word per insertion, payable in advance. Forms close the 15th preceding the date of issue.



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Samples—Every School Trustee, Secretary and Superintendent, owes it to himself to know something about Vitrolite. Used to splendid advantage in toilet rooms, Domestic Science Departments and in connection with lunch room equipment. Sample with details sent upon request. Address the Vitrolite Co., Chamber of Commerce Bldg., Chicago, Ill.

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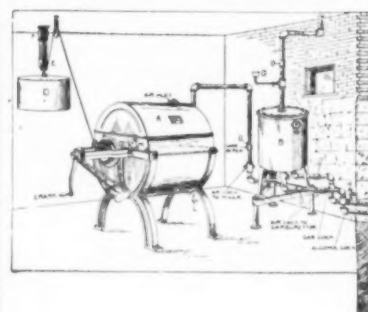
Wanted—A man to do promotional work among Vocational Departments in schools for a leading manufacturer of hand tools. Splendid opportunity for a Teacher of Woodworking who is interested in doing sales work. Write giving experience, reference, etc. Address J-9, American School Board Journal, Milwaukee, Wis.

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Will pay 25 cents for copies of September, 1923, issue of the American School Board Journal. Address Classified Wants Dept., American School Board Journal, 129 Michigan St., Milwaukee, Wis.

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We have a new stock of High School and Collegiate caps and gowns. Information Upon Request. The Wingate Co., 543 Fifth St., Des Moines, Iowa.



Established in 1876 This Machine Will
Standard for Automatic
Years Produce

GAS

For your laboratories, Domestic Science Department. In use in hundreds of educational institutions throughout the country.

Write to us for a list of colleges and high schools using our machine.

Illustrated Catalogue Will Be Sent on Request.

MATTHEWS GAS MACHINE CO.

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The Dudley Keyless Combination Lock has solved the locker problem. There are no keys to lose. Theft is absolutely eliminated. Valuable time is saved for students and the Locker Custodian. You don't have to worry along with the old antiquated key lock system any longer. Install the Dudley and insure a perfect, efficient locker system.



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NAME	Lock No.	Right	Left	Right
Am. Alliance	08233	24	11	21
Am. Photo	07426	5	10	24
Am. Photo	07145	8	20	21
Am. Photo	04425	10	22	14
Am. Photo	04217	18	18	7
Am. Photo	05143	8	22	17
Am. Photo	07317	28	3	0
Am. Photo	05414	4	4	26
Am. Photo	04272	17	8	20
Am. Photo	04123	21	12	16
Am. Photo	06672	16	6	10
Am. Photo	05317	3	7	11
Am. Photo	05142	15	6	22
Am. Photo	07615	7	14	27
Am. Photo	04205	11	26	4
Am. Photo	08318	7	23	28
Am. Photo	07023	23	7	17
Am. Photo	03177	14	12	3
Am. Photo	08116	6	21	18
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EDUCATION SERVICE operates the Fisk Teachers Agency of Chicago, and National Teachers Agency of Washington, New York, Boston, Chicago and Evanston, and the American College Bureau.

EDUCATION SERVICE

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A Distinct Service for Educators Who Appreciate Ethical Standards.

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ANNOUNCES THE OPENING

of its

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We place teachers wherever English is spoken.

NATIONAL EDUCATIONAL SERVICE, INC.

Main Office

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- 1—Those who desire a better locality.
- 2—Those who want a better salary.
- 3—Those who possess average or more than average ability. Write Manager E. A. Freeman for booklet.

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For Schools and Colleges—Every day of the year

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D. H. COOK, Gen. Mgr.

HOME OFFICE—Philadelphia, Pa.

—BRANCH OFFICES—

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No charge to employers—No charge to candidates till elected. Positions waiting—correspondence confidential.

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Metropolitan Bldg.,

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Free and dependable service to school officials.

Recommends only well qualified teachers.

The Pratt Teachers' Agency

No. 70 FIFTH AVENUE, NEW YORK

Receives calls at all seasons for college and normal graduates, specialists, and other teachers in colleges, public and private schools, in all parts of the country. Advises parents about schools.

WM. O. PRATT, Manager

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TEACHERS' AGENCY

Twenty Years of Real Service to School Boards

12 South Carroll Street
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412 Sycamore St., Cincinnati, O.

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Provides Schools and Colleges with Competent Teachers.
Assists Teachers in Securing Positions.

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Miss Nellie S. Hathaway
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—Managers—

Mrs. E. H. Scott
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Free enrollment in both offices.
Free service to employers in answer to direct calls.

INTERSTATE TEACHERS' BUREAU,

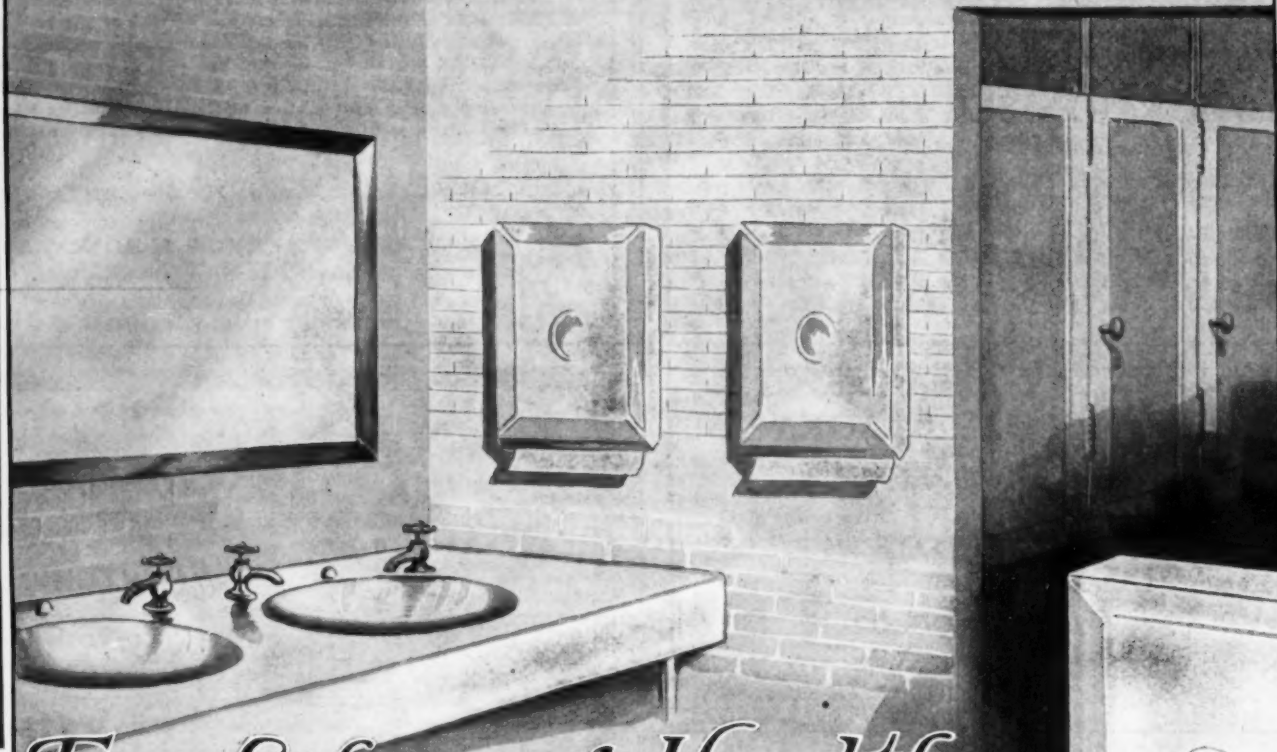
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Organized 1901. Prompt and effective service.
Member, National Association of Teachers' Agencies.

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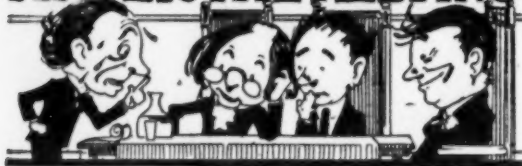
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AFTER THE MEETING



Plaint of a School Boy

"I'm getting, oh, so sick
Of reading and arithmetic.
That's why we gave the teacher the sack,
And, we're never gonna come back,
If she doesn't like it she can sit on a tack,
We've got the schoolhouse blues."

A Child's History

"Columbus was a man who could make an egg stand on end without breaking it. The King of Spain said to Columbus: 'Can you discover America?' 'Yes,' said Columbus, 'if you will give me a ship.' So he had a ship and sailed over the sea in the direction where he thought America ought to be found. The sailors quarreled and said they believed there was no such place. But, after many days the pilot came to him and said: 'Columbus, I see land.' 'Then that is America.' When the ship got near, the land was full of black men. Columbus said: 'Is this America?' 'Yes, it is,' said they. Then he said: 'I suppose you are the Niggers?' 'Yes,' they said; 'we are.' The chief said, 'I suppose you are Columbus.' 'You are right,' said he. Then the chief turned to his men and said: 'There is no help for it; we are discovered at last.'—Pickup.

Good Advice

The professor was strong for preparedness in all things.

Meeting a student on the campus, he said: "I hear you are to speak at the next meeting of the debating club."

"Yes, professor."

"Saturate yourself with your subject, my boy, saturate yourself. By the way, what are you going to discuss?"

"Bootleg liquor."

Healthograms

From a large number contributed by pupils of New York and Western schools we select the following:

Up nights—down days.

Take the milk route to health.

Eat greens and you'll not have the blues.

When you take a shower Queen Beauty reigns.

Let your book of health contain vegetable leaves.

If you digest well you won't die-jest yet.

Eat carrots; a rabbit's diet will give you more color than a rabbit's foot.

The reason a cat has nine lives is because milk is its principal food.—Boston Transcript.

Short on Orthography

Teacher: "Robert, in your composition on George Washington you say he cut down a cherry-tree with a saw. Don't you know he chopped it down with a hatchet?"

Robert: "Yes'm; but I didn't know how to spell hatchet."

The Class in Physiology

(Sixth grade replies in Sioux Rapids, Ia.)

Skeleton is where your brane is and eyes.

Cartilage is grissel.

Joints is made out of lime that holds your lages and armes and fingers if you didnt have joints you couldnt bent your finger or you couldnt walk.

The three uses of food is grow, live and dye.—Journal A. M. A.

Logical

A professor says that sedentary work tends to lessen the endurance. In other words, the more one sits the less one can stand.—Boston Transcript.

In Spirit Land

Teacher—Willie, what is a cubic yard?

Willie—I don't know for sure, but it must be a yard that them Cuban kids play in.—New York American.

Far Flung Contagion

It is the rule at Cedar college, as at most educational establishments, that no pupil may attend the school while any of her family are suffering from infectious illness.

One day Ethel White confided to the girl that sat next to her in class that her sister had the measles.

Her neighbor told the girl on the other side in strict secrecy, of course, and so finally it came

to the ears of the principal, who promptly summoned Miss White to her sanctum.

"I hear that you sister has measles," said the lady, in stern tones, when the culprit made her appearance.

"Yes, madam," was the reply.

"Then what are you doing here? Go home and stay there until she is cured."

The girl turned and walked toward the door. Just as she was turning the handle she stopped and remarked:

"Perhaps I ought to mention, madam, that my sister is in New Zealand."—N. Y. Globe.

"Class," said the teacher, "I want you all to be as quiet as you can be—so quiet that you can hear a pin drop."

Silence was golden.

Small voice in rear of room—

"Let'er drop."

Teacher—"In what battle did General Wolfe, when hearing of victory, cry, 'I die happy?'"

Johnny—"I think it was his last battle."—Idaho Teacher.

The Oldest Are Best

A little girl in Ayrshire had been punished for not being able to recite her geography lesson. Her mother, says Mr. David Cuthbertson in Revelations of a Library Life, went to the lady teacher to reprimand her.

"Was it you who punished our wee Jeanie for her geography?" she demanded.

"Yes, I punished her," was the reply.

"Weel," continued the mother angrily, "her Auntie Leezie had nae geography, an' she got a man. I had nae geography, an' I got a man; an' there's you wi' a' your geography, an' you havena got a man yet! I don't want my lassie to get geography!"

He Might Have Guessed Caesar

Why do people name dogs of which they are fond for such a desparate creature as Nero? We don't know, but like the boy of whom the Los Angeles Times tells we must accept the fact.

"Who fiddled while Rome burned?" asked the school teacher.

"Hector, sir."

"No," said the school teacher.

"Towser, sir."

"Towser!" exclaimed the teacher. "What do you mean? It was Nero."

"Well, sir," was the reply, "I knew it was somebody with a dog's name."—Youth's Companion.

No Cause for Worry

A boy of eleven could not read the simplest sentence in school. The teacher finally became convinced that he must be a mentally deficient pupil, so she told his father that she would make arrangements to have him sent to a special school, that he had not, as yet, the faintest idea of reading or counting.

"Aw—don't worry about that," drawled the father, "give him a little time yet. Why, my wife couldn't even read nor write when I married her."



He Also Failed to Get One

Bing—"The way these colleges scatter their degrees is absolutely nauseating. Every Tom, Dick and Harry with a little cheap notoriety can figure on getting one. The whole system is absolutely indefensible. Don't you think so?"

Bang—"Yes; I didn't get one, either."—Cleveland Plain Dealer.



Open New York Office. The Frank Adams Electric Company has announced the opening of a New York branch at 116 West 22nd Street, with offices, and warehouse. The new branch is in charge of Mr. Joseph Mann, who has been connected with the firm for fifteen years and is thoroughly acquainted with the application of its products. Mr. Mann and his associates are at the service of schools and school boards for the solution of problems in switchboard and panel board installations and repairs.

Offer New Window Shade Catalog. The Forse Manufacturing Company of Anderson, Indiana has just published a new catalog describing and illustrating the Forse Wear-Proof Window Shades. The catalog not only describes eleven distinct types of adjustable shades suited to every type of window sash used in schools, but also includes a series of interesting pictures of large and small school buildings which have been equipped with Forse window shades. These shades are made of close woven soft finish fabric which is translucent, durable and sun-fast in color. Interested school authorities may obtain copies of this catalog on request.

The Little Giant Blackboard Eraser. The James Lynn Company of Chicago, have issued a circular describing the "Little Giant" blackboard eraser, which is small in size and yet strong and practical in performing effective work. It is constructed of malleable iron and aluminum, operated by a General Electric Motor, adaptable to all electric currents, and provided with nine feet of lamp cord with plug ready to attach to any convenient lamp socket.

CHATS DURING RECESS

The prodigy idea has received a bump. At the age of two the child could read, at seven he amazed college professors, and at the age of sixteen he was a college professor. And now at the age of twenty-six he barely holds a clerkship at \$23 a week. Scientists declare that he is capable of mediocre endeavor only.

The Oak Grove, Delaware, board of education dismissed Principal Mayme Statnekoo because she disrobed a six-year old boy before the class as a means of discipline. While the public believes the punishment was effective, it is divided on the dismissal question. All of which goes to show that the school board must act in the face of a divided public mind.

The Meriden, Conn., board of education changed the name of its high school from "Meriden" to "Washington." And now a local newspaper says that Superintendent Gibbs, by originating the change, "put his foot in it." And then the editor adds: "George Washington was a fine man, but he never had much interest in Meriden school affairs."

The Chicago board of education has refused to decide officially whether chewing in school is or is not disorderly, and passed the question to Superintendent McAndrew. The editor of the Chicago Herald-Examiner facetiously remarks: "We have laws or ordinances on every other conceivable matter. Why should the question of chewing gum in school be overlooked? It is the plain duty of the board to make an issue here."

—Over in Canada a man was unseated as a member of a school board because he could not read or write. An editor commenting on the case says: "There have been many school trustees in Ontario, who could neither read nor write, and yet discharged the duties with exceptional ability. Sometimes a man who has been denied educational advantages himself, appreciates the value of an education more than those who have enjoyed all the privileges, without being brought to realize the corresponding responsibility."

LET TEACHER HELP

A teacher in New Jersey was troubled with one family's children always arriving about 20 to 30 minutes late.

The truant officer called at the home many times, but no effect was forthcoming. "This morning is to be final," she told the mother.

"Well," replied the mother, "if Miss Smith wants the children there earlier in the morning let her come up and get 'em out of bed."

Safety for Children

EVERY day speeding motor cars and trucks add to traffic's toll of little lives. Four, five or six school children killed in a single day, in a single city: — not at all unusual!

What have you done to protect the children of your schools?

Anchor Post Fences have brought safety to thousands of school children. Enclosing playgrounds and schoolyards, they are ever-watchful guardians — unfailing barriers against traffic dangers.

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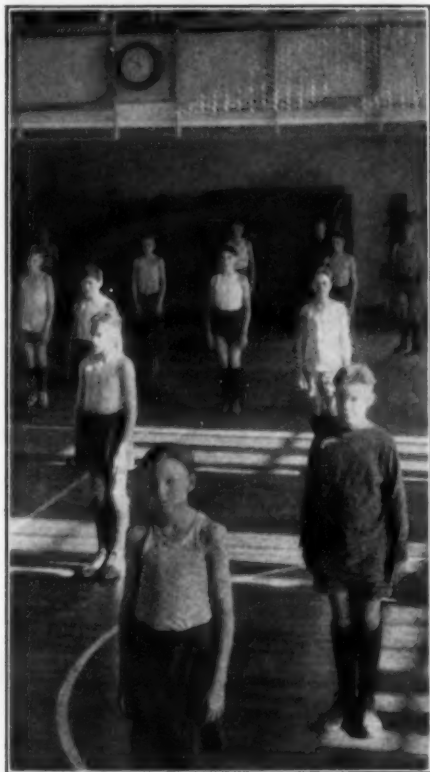
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A view of the Gymnasium showing Secondary Clock. All of the Secondary Clocks in this system are of the Silent Polarized type.



Principal's Office, showing the International "D-60" Master Clock and the Universal Program Distribution Cabinet controlling the school-day schedule.

The Cammack Junior High School, an example of the most modern school design and construction.



Class Room, showing one of the thirty-three Secondary Clocks synchronized with the Master Clock in the principal's office.

The Impressive Experience of the Cammack Junior High School Huntington, W. Va.

ABOUT two years ago the handsome Cammack Junior High School in Huntington, W. Va., designed by Meanor & Handloser of Huntington, was equipped with a complete International Program and Time-Keeping System. Thirty-five units were installed,—one D-60 Master Clock, one Universal Program Cabinet, thirty-three Polarized Secondary Clocks, and the usual electric accessories. In two years of constant operation only one service call has been necessary, and in that case a simple adjustment was called for.

This complete, reliable, up-to-the-minute International Service is available to all

schools and kindred institutions, of whatever size, smallest to largest. It fills every requirement and gives Architects and School Officials absolute assurance of 100% satisfaction—*permanently*.

The International Line includes the self-contained, universal, disc-type Program Clock, for the most extensive and exacting systems; the wheel-type Program Clock, for simple schedules; a full assortment of accurate and handsome Master Clocks and Secondary Clocks, Distribution Cabinets, and all control equipment, including bells.

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Cafeteria of Utica County Day School, Utica, New York, Pember & Campaigne, Architects, Albany, New York, being one of four school installations for this firm.

A Floor for Every Room and Corridor

In every room and corridor of the modernly designed and equipped Utica County Day School is a **MARBLELOID Permanent FLOOR**. These floors are fireproof, quiet, warm, sanitary, attractive and easy to walk on. They are quickly cleaned and do not require painting, varnishing or expensive upkeep.

Marbleloid is a very durable flooring material. It should not be confused, however, with stone, concrete or other hard floors. Instead it is a resilient, tough, elastic composition, manufactured and installed by the Marbleloid Company.

The installation of **MARBLELOID FLOORS** is not confined solely to new school buildings.

There are many instances where unsatisfactory floors in old buildings have been re-surfaced with Marbleloid, vastly improving the interior attractiveness and comfort of the rooms as well as releasing the community from floor installation and expense for many, many years to come. Marbleloid can be installed over wood, concrete or cement floors; also over steel foundation.

MARBLELOID FLOORING is worthy of investigation by every school architect, board and superintendent. Every floor is guaranteed by the Marbleloid Company. *Samples, School Folder and List of School Information will be sent on request.*

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☐ Cement Finish
☐ Wood

- ☐ Cracking
☐ Dusting
☐ Noisy

- ☐ Cold
☐ Splintering
☐ Rough

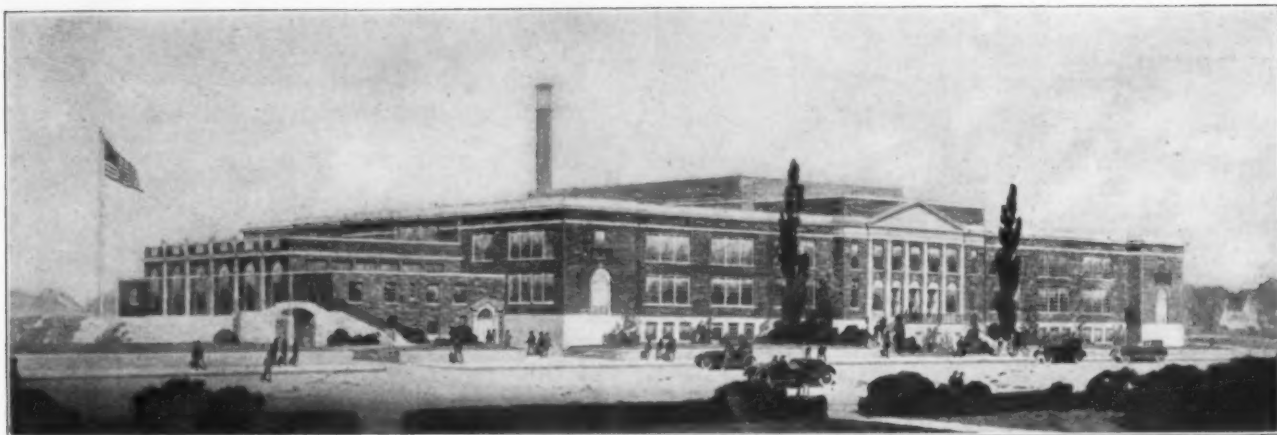
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☐ Unsanitary
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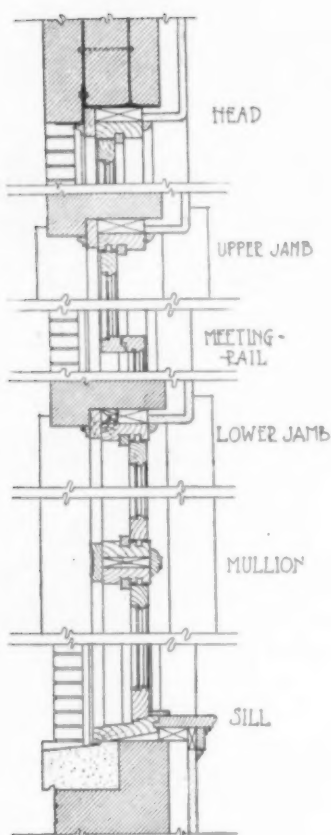
The details at the foot of this page show how this is accomplished.

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